



# Memorandum

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# **1. 1. SMS -MySchool : What is it?**

This computer program dedicated to school management has been in use since the 2013-2014 school year. This web portal is a complete school management system (SMS = School Management System) to which everyone in the school community (parents, students, teachers, administrative staff) has personal access.

This modern tool common to all European Schools enables effective email communication and provides access to system announcements on the home page. Parents can view their children's schedules online. Student absences are also entered by the teachers at the start of lessons (except for school trips, sports classes, and so on...) and parents may view absences on the portal for the last 14 days.

Information regarding school life (parent-teacher evenings, events, trips, outings, and so on...) is posted on the portal and communicated by e-mail. It is therefore vital that parents consult the portal regularly.

**Parents should inform the school administration as soon as possible in case of a change of address, employer, email address, home phone number or service/office address by sending an email to the following addresses:**

**For the Nursery and Primary School:** [yolande.michaud@eursc.eu](mailto:yolande.michaud@eursc.eu) / [melanie.kistiaens@eursc.eu](mailto:melanie.kistiaens@eursc.eu)

**For the Secondary School:**

[blandine.thisserant@eursc.eu](mailto:blandine.thisserant@eursc.eu) / [carine.sommen@eursc.eu](mailto:carine.sommen@eursc.eu)

## **1.1. 1.1 Special feature for Secondary cycle**

**Course Info :**

This section names the class and indicates the principal teacher. Courses will be listed along with the names of the teachers and their email addresses.

**Term Reports (Report cards):**

These will be posted as quarterly statements.

## **SMS in the Secondary School**

[\[S\(1\)\]](#) For optimal operation, the SMS portal requires :

- A regular consultation of the school mailbox <https://office365.eurasc.eu> by the pupils,
- Regular connection of students to the SMS portal <https://sms.eurasc.eu/login.php>
- Exclusive use of the school's email address for all exchanges with the school (teachers and administration).

The ICT plan indeed prohibits the use in the school of students' personal email addresses, social networks to communicate with the school.

All students receive ICT information and receive their username and password when they enter S1.

All the students have a username for Office365 and SMS ([6+2@student.eurasc.eu](mailto:6+2@student.eurasc.eu)) and an Email address ([firstname.name@student.eurasc.eu](mailto:firstname.name@student.eurasc.eu)).

In SMS the pupils and parents will find the following information:

- Attendance
- Material covered in the class
- Homework
- Marks/grades
- Uploaded files if applicable

that link does not exist on our webpage [\[S\(1\)\]](#) [\[S\(1\)\]](#)

## **1.2. 1.2 Protection of personal data**

The European School of Luxembourg II is committed to protecting your private life when processing your personal data and those of your child/children in accordance with the general regulation of the data protection (Rules UE 2016/679) relating to the protection of individuals regarding personal data processing. Your personal data will be processed solely for administration and support of your child/children. They will be stored for as long as necessary or at the least for the duration of your child/children's time at the school. They will be treated as strictly confidential and will not be subject to any disclosure to third parties, except for communications made necessary for the technical operation of the European Schools.

The European Schools enter into contracts with these third parties to provide services

related to their management. These third parties are required to respect the confidentiality of the data entrusted to them and to use these data in order to fulfil their commitments to the European Schools.

In accordance with the legislation in force, you have the right of access to information and personal data about you or about your child/children and a right to rectification. On request, you may review the data being processed and correct any inaccuracies. Requests to consult or correct any of the data may be sent to the following email addresses.

## **1.3. 1.3 Contacts**

**Nursery - Primary:** [yolande.michaud@eursc.eu](mailto:yolande.michaud@eursc.eu) / [melanie.kistiaens@eursc.eu](mailto:melanie.kistiaens@eursc.eu)

**Secondary:** [blandine.thisserant@eursc.eu](mailto:blandine.thisserant@eursc.eu) /  
[carine.sommen@eursc.eu](mailto:carine.sommen@eursc.eu) / [valentine.gillot@eursc.eu](mailto:valentine.gillot@eursc.eu)

## **2. 2.. Access to the school**

### **2.1. 2.1 Welcome the students**

#### **A) Students arrival's condition for each cycle**

##### **Nursery cycle**

The school opens its doors at 08:00. Parents should accompany their children to the specified rooms designated for arrival.

From 08:00 - 08:15 arrival and supervision will be in the Library of the Nursery.

From 08:15 - 08:35 arrival and supervision will be in two classrooms on the ground floor and two classrooms on the first floor.

These classrooms will change on a weekly basis. Classes begin at 08:35. Doors close by 09:00.

##### **Primary cycle**

The school opens its doors at 08:00. Students enter through the main doors and proceed to the reception hall on level -1 of the Primary Building where arrival and surveillance will be from 8:00 - 8:20.

From 08:20 - 08:40, students will gather in the courtyard of the Primary Building, weather permitting. In case of inclement weather, students will proceed directly to their classrooms.

Classes begin at 08:40. From the courtyard, students will line up with their class teachers.

Parents may not enter the interior of the building or the courtyard. Exceptionally during the first part of September, parents of P1 students may request an entry badge the security guard allowing them to accompany their children to the meeting point.

Security guards and supervisors are recognizable by their bright yellow or orange vests and will be available to assist the children with any of their needs.

## **Secondary cycle**

Students will have access to the buildings starting at 08:00. They may enter through the main doors of the Administration Building or by Entrance n°7 (access toward the CFL train station).

They may proceed to room A-203 (for S4-5), room B-019 (for S6-7) or, starting at 08:15, they may go to the library.

Educational advisers will be onsite in the Educational Advisers' Office (room A201) starting at 08:00.

[\[S\(1\)\]](#)

## **B) Morning Supervision of the Bus Platforms**

For students who come to school by bus, the school provides supervision around the bus platforms from 08:20 - 08:40 (or until the last morning school bus has arrived) and an accompaniment service for pupils from the Nursery cycle from the bus platform to their respective buildings. Supervisors mark the route from the bus dock to the primary building.

Nursery students will be supervised and accompanied to their respective buildings by members of the staff and ATSEEE security guards.

## **C) Late Arrival (Nursery and Primary Classes)**

In case of late arrival, parents of Nursery students should bring their children directly to their classrooms.

Parents of all other students may accompany their children to the interior of their building, but then students must proceed alone to their classrooms.

Parents of the involved child who are repeatedly late will be contacted by the Direction of the school.

### **D) Late Arrival (Secondary Classes)**

You will find all the details in the secondary internal rules.

Didier to check [\[S\(1\)\]](#) / Correct (Didier) [\[S\(1\)\]](#)

## **2.2. 2.2 Dismissing the pupils when accompanied by a parent or other authorized person**

Parents of children in the Nursery and Primary classes may pick up their children at the end of the school day according to the following guidelines. Students in Secondary classes may leave the school on their own at the end of the day.

### **Nursery cycle**

Parents may come directly to the classrooms to pick up their children. On Monday's dismissal is from 16:15 – 16:30. On all other day's dismissal is from 12:45 – 13:00. Students who go to CPE or other private day-care centres are picked up from their classrooms by the CPE or day-care staff.

Dismissal takes place only at the main doors, which will remain open until 16:45 on Mondays and until 13:15 on other days. A security guard will be monitoring the doors throughout the dismissal periods. Parents are advised to comply with instructions given by the security guard or the school staff. The school cannot guarantee surveillance after 16:45 on Mondays and after 13:15 on other days.

An early dismissal is possible only if the parent or legal guardian has informed the teacher and the school secretary ahead of time. In those cases, the parent or legal guardian may proceed directly to the classroom to pick up their child.

**NOTE:** If finally, you can't pick-up your child and that he/she needs to go home with another person or with public transport, please contact the nursery secretariat before 11:50 to advise the teacher.

### **Primary cycle**

Parents wearing their entry badge "PARENTS" provided by the school may use the main doors of the building to access the courtyard where they will pick up their children. Parents may enter the courtyard starting at 16:25 on Mondays and Wednesdays and starting at 12:55



on other days. A security guard will be in charge of opening and monitoring the doors during the dismissal periods. Parents are advised to comply with instructions given by the security guard or the school staff. Once parents have picked up their children they may exit by the same doors. Parents are reminded not to linger in the school or courtyard with their children, and for security reasons are asked not to wait for their children in the main hallway. Parents who did not have their entry badge are requested to present themselves to the security guard.

As a reminder, the possession of a badge does not in itself constitute a right of access to the site outside the scheduled hours and without proof of appointment. Similarly, does not in itself constitute a right to use site accesses and exits or to circulate and use areas outside the zones that are predefined for each cycle.

Dismissal takes place only at the main doors, which will remain open until 16:45 on Mondays and Wednesdays and until 13:15 on other days. A security guard will be monitoring the doors throughout the dismissal periods.

We cannot guarantee surveillance after 16:45 on Mondays and Wednesdays and after 13:15 on other days.

An early dismissal is possible only if the parent or legal guardian has informed the teacher and the school secretary ahead of time. In those cases, the parent or legal guardian may pick up his child in the entrance hall near the guardhouse.

**NOTE:** If you can't pick-up your child and that he/she needs to go home with another person or with public transport, please contact the primary secretariat before 11:50 to advise the teacher.

## **Secondary cycle**

Students may leave the school independently after the end of classes as of 16:30. We cannot guarantee surveillance after 16:45.

Students must leave the school when they have a free afternoon according with their schedule [TD\(1\)](#).

Details of the school policy for secondary students leaving the campus during free periods can be found in the Secondary Schools Rules and Regulations: Living Together.

## **Late Pick-Up of Nursery and Primary pupils**

Parents who will be late in picking up their children are asked to inform the secretary and the classroom teacher by telephone as soon as possible.

Parents who are repeatedly late when picking up their children will be contacted by the Direction of the School.

[TD\(1\)](#) Some pupils stay at school because they have extra curriculum activities after school.

## **2.3. 2.3 Dismissing the pupils when not accompanied by a parent or other authorized person**

In keeping with the school's policy to promote the use of public transportation and encourage pedestrian and bicycle friendly zones, the school will provide supervision at the bus platforms during dismissal and until 15 minutes after the end of classes (or until the last afternoon school bus has left).

Nursery and Primary students will be supervised as they proceed from their classrooms or from their building's interior planned meeting point to the bus platforms. They will be accompanied by members of the staff and by ATSEEE security guards. Please note that this service is available only to families who have filled out in advance the form to request unaccompanied dismissal. This authorization will be presented to the teachers at the start of the school year. You will find it on our homepage under "Useful documents"

<http://www.eel2.eu/en/page/useful-documents>

**NOTE:** If finally, you want to pick-up your child instead of using public transport, please contact the nursery or primary secretariat before 11:50 to advise the teacher. The school is not responsible if you have an unexpected issue and you can't come to pick-up your child and that it's too late to use public transports.

## **2.4. 2.4 Visits of external people into the school**

### **A) Welcoming visitors**

Access to the school buildings is restricted. Parents who have a meeting with a teacher or member of staff must present appropriate identification to the concierge or security guard.

As a reminder, the possession of a badge "PARENTS" provided by the school does not in itself constitute a right of access to the site outside the scheduled hours and without proof of appointment.

In accordance with its security policy, occasionally the school may be obliged to temporarily restrict or suspend visitor access.

All visitors for Nursery and Primary must check in with the security guard at the entrance of the building.

All visitors for Secondary and Administration must check with the security guard at the entrance of the Administration building.

Visitors should sign the reception logbook and present appropriate identification to the guards. They will then receive a visitor's tag **that must be worn visibly during the time of**

**their visit.**

Security agents are authorized to inspect bags.

**B) Visit of guest pupils**

If a pupil wishes to invite an outside friend to the school, a prior written request by the parents is necessary. The permission may only be granted for maximum one day during the school year and the teachers concerned must agree. The guest pupil must be the same age as the pupils of the class. This kind of visit is not allowed during the week preceding or following the school holidays.

The authorized guest pupil must go to the assistant deputy director for the secondary school and to the secretariat for the primary school to obtain the written authorization and pay the **mandatory insurance fee 3,60** .

In the primary school, only former students are authorized to visit their former class or children (Cat I & II) who will be inscribed in European School in coming months with prior permission from Deputy Direction (a form is available from the pedagogical secretary).

Only one day during the school year because sometimes some requests concern consecutive days.

## **3. 3. First day of term**

### **3.1. 3.1 Visiting the Buildings**

#### **Nursery and Primary cycles**

A school visit will be organized in September 2020, the date and timetable will be submitted in due course.

Please note that it will not be possible to meet personally the teacher of your child that day. The meeting place is the entrance of the Administrative building.

#### **Secondary cycle**

A school visit is organized **on Monday, 1st of September 2020 between 11:00 and 12:00 for the families of new pupils**. The parents and the teachers that are concerned will gather in the School hall at 11h00.

To be agreed in the management

### **3.2. 3.2 Beginning of the school**

#### **Nursery**

Children who were already in the 1st grade of nursery school during the school year 2019-2020 and the new pupils M2 start on Thursday, 3<sup>rd</sup> September 2020 at 08:35 - End of the day: 12.50

New pupils will arrive in small groups and in rotation as from Friday **4<sup>th</sup> September 2020 at 08:35**. This will ensure a gentle integration of the "newcomers" and it will give them special attention on the first day.

All parents of new pupils should receive by 7<sup>th</sup> July 2020 at the latest a notification confirming the enrolment and mentioning the first day of school. If you do not receive it on time, please contact the Secretary Office (Phone Number: 273 224-3002 or 3239) as from August 24<sup>th</sup>, 2020.

#### **Primary**

The school begins on **Thursday 3<sup>rd</sup> of September 2020**.

To ease the beginning of the pupils in 1st grade, their first day of school has been set later than that of the other pupils. A sign with the abbreviation of the section (CS-DE-DA-EL-EN-FR-HU-IT) will indicate the meeting point for each language section.

<b>Year</b>	<b>Beginning of classes</b>	<b>Meeting point</b>
P1	9:45	Playground of the Primary school
P2, P3, P4 & P5	8:40	Playground of the Primary school

### **End of school on the first day**

<b>Year</b>	<b>Beginning of classes</b>	<b>Meeting point</b>
P1 - P2	12:50	Playground of the Primary school
P3 - P4 - P5	13:00	Playground of the Primary school

### **Secondary**

On the first day of the new school year, Thursday 3<sup>rd</sup> September 2020, all pupils (S1-S7) should be at school by 8:35 and wait outside the covered area of the Administration building.

The educational advisers, assistant deputy director for the secondary cycle and the principal class teachers will meet them there with a sign indicating the section and the class. The teachers will accompany the pupils to their classrooms.

Pupils will then receive their timetables and other useful information.

The first day is a normal school day for all the pupils.

During the first two days assemblies will be held for the secondary students according to the schedule. The principal class teachers will inform the students about the time and the date of the assembly for the respective year group.

## **4. 4. Timetables**

### **4.1. 4.1 Nursery school**

The building is open as from 8:00

Monday*	Tuesday	Wednesday	Thursday	Friday
8:35-16:20	8:35-12:50	8:35-12:50	8:35-12:50	8:35-12:50

\* Lunch will be served in the classroom between 12:00 and 13:00

### **4.2. 4.2 Primary school**

#### **Primary classes 1 and 2**

The building is open as from 8:00

Monday*	Tuesday	Wednesday*	Thursday	Friday
8:40-16:20	8:40-12:50	8:40-16:20	8:40-12:50	8:40-12:50

\* Lunch break from 11:30 to 12:30

#### **Primary classes 3 – 4 and 5**

The building is open as from 8:00

Monday*	Tuesday	Wednesday*	Thursday	Friday
8:40-16:25 or 16:30	8:40-13:00	8:40-16:25 or 16:30	8:40-13:00	8:40-13:00

\* Lunch break from 12:20 to 13:20 (P3 and P4) and from 13:00 to 14:00 (P5).

### **4.3. Secondary school**

The building is open as from 8:00

Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 16:30	8:45 -16:30	8:45 – 16:30	8:45 – 16:30	8:45 – 16:30

Supervision is organized in the office of the educational advisers (A201) as from 8:00.

Lunch break is scheduled every day from 11:30 to 14:00 (continuous service in the canteen) according to the individual timetable of each pupil.

<b>1st Bell at: 08:40</b>	<b>From</b>	<b>Until</b>
1st lesson	08h45	09h30
2nd lesson	09h35	10h20
<b>Break</b>	<b>10h20</b>	<b>10h35</b>
3rd lesson	10h40	11h25
4th lesson (lunch)	11h30	12h15
5th lesson (lunch)	12h20	13h05
6th lesson (lunch)	13h10	13h55
7th lesson	14h00	14h45
<b>Break</b>	<b>14h45</b>	<b>14h55</b>
8th lesson	14h55	15h40
9th lesson	15h45	16h30

At the end of a lesson, the bell rings once to indicate the start of the break. The following lesson begins at the second bell.

### **Free Afternoons in the Secondary School**

**Students must leave school when they have a free afternoon according to their schedule.**

However, the presence of certain pupils might be requested during an afternoon when they are normally free. This is particularly true for those following support courses, certain courses of religion, mother tongue for pupils without a language section and for pupil in sections where protected subjects exist, such as ancient Greek and the Other National Languages (ONL): Irish, Maltese.

Free afternoons for the Secondary cycle will be confirmed after the completion of the timetable.

- 1st year classes are free on Tuesday and Thursday from P6 to P9.
- 2nd year classes are free on Tuesday from P6 to P9.
- 3rd year classes are free on Tuesday from P6 to P9.
- 4th year classes are free on Tuesday from P6 to P9.
- 5th year classes are free on Tuesday from P6 to P9.
- 6<sup>th</sup> year classes are free on Tuesday after P7.
- 7<sup>th</sup> year classes are free on Tuesday after P7.





# **5. 5. Internal rules for Primary**

## **5.1. 5.1 The 4 Golden Rules**

- **Learn:** Be ready and prepared to do your best in all lessons
- **Show care:** Take care of personal or school property and the environment
- **Be safe:** Be in the right place at the right time
- **Respect:** Be polite, helpful and cooperative with all members of the school community

I remember to use these five words:

- Hello
- Goodbye
- Please
- Thank you
- Excuse me

## **5.2. 5.2 Arrival at school**

Between **8:00 and 8:20**, I wait **ONLY** in the **welcome hall** downstairs. I can use the mini-library.

Between **8:20 and 8:40**, I **ONLY play in the playground**. I can use the mini-library.

## **5.3. 5.3 Morning and afternoon breaks**

- When it's time to return to class, I **ALWAYS** must wait for my teacher to pick me up.
- I **ALWAYS** use the authorized stairs to go to the playground.
- I **ALWAYS** go to the supervising teachers when I have a problem.
- I **ALWAYS** ask permission from a supervising teacher to go to the nurse.
- I **ONLY** use the toilets on the ground floor (through the front door).
- I **ALWAYS** use soft balls when I play in the playground.
- When it's inside break, I have to do a quiet activity in the classroom.
- The use of phones and electronic games is prohibited in school. If I have one, it must be switched off and kept in my bag.

## **5.4. 5.4 When I change my classroom (to go to Language 2, Religion / Morale, European Hours)**

- When it's time to return to class, I **ALWAYS** must wait for my teacher to pick me up.
- I **ALWAYS** use the authorized stairs to go to the playground.
- I **ALWAYS** go to the supervising teachers when I have a problem.

- I ALWAYS ask permission from a supervising teacher to go to the nurse.
- I ONLY use the toilets on the ground floor (through the front door).
- I ALWAYS use soft balls when I play in the playground.
- When it's inside break, I have to do a quiet activity in the classroom.
- The use of phones and electronic games is prohibited in school. If I have one, it must be switched off and kept in my bag.

### **5.5. 5.5 The exit of the classes**

- If I take the bus, I go to the playground and I wait for the teacher responsible for my dock, to accompany the group to the bus.
- If I have a blue card, I can leave the school by myself. I must show my blue card to the guard at the exit.
- If my parents or another person picks me up, I must wait in the playground with my teacher or the supervising teachers.
- If I go to the CPE, I join my group calmly.

### **5.6. 5.6 Consequences**

**Any other unacceptable behaviour will be discussed with the class teacher, parents and the Director of our school.**

## **6. 6. Secondary rules**

[Secondary Rules of Procedure](#)

[Sekundäre Verfahrensregeln](#)

[Secondaire Règlement intérieur](#)

# **7.7. Absences**

## **7.1. 7.1 Absence for health reasons**

When a child is unable to attend school because of illness, parents or the legal representative of the child is requested to:

### **For primary school and Nursery:**

inform the pedagogical secretariat before 9:00 (+352-273 224 -3002)

### **For secondary school:**

inform the educational advisers before 10:00 (+352-273 224-4222) or by email at: [LIST-MAM-CONSEILLERS@eursc.eu](mailto:LIST-MAM-CONSEILLERS@eursc.eu)

Pupils who have been absent for more than two days must submit a medical certificate indicating the reason for their absence before they can return to their class. For an absence which does not require a medical certificate (i.e. an absence of less than three days) or which has not been previously authorized by the school, parents or the legal representative are requested to provide a written excuse indicating the reason of the absence, to be handed in by the pupil before returning to the class.

Nursery and primary pupils should give this excuse to their class-teacher.

The parents of the secondary pupils in case the latter are minor should either send the excuse by e-mail to the educational adviser of the year concerned or the pupils have to hand it in at the office of the educational advisers (A-201). If secondary pupils are not able for whatever reason to hand in a written excuse, they should inform the educational adviser of the year concerned before returning to the class (see the Rules for the Secondary School).

needs to be revisited in the light of the new developments.

Attention, les versions EN et FR ne coïncident pas. Je ne modifie que ce qui concerne le SEC.

## **7.2. 7.2 Inability to attend the Physical Education lesson**

A pupil can be excused from gym classes or swimming courses only on the presentation of a medical certificate accompanied by a written request of the parents addressed **to the Director**. This dispensation allowed by the Management is limited to one term but is renewable upon production of a further certificate. The school may call for an opinion from

the school doctor.

## 7.3. 7.3 Requests for permission to be absent from school

Except in cases of duly certified illness, only the Director may give a child permission to be absent from school. Such permission should be asked by the parents or the legal representative in writing **at least 8 days in advance** by using the specific form, which is also available on the school website under Useful documents:

<http://www.eel2.eu/en/page/useful-documents>

It should clearly indicate the reasons for the request. In exceptional cases, the Director may authorize an absence but for a period of 2 days maximum.

Parents' attention is particularly drawn to the fact that **permission cannot be granted for additional free days in the weeks preceding or following a holiday period except for exceptional reasons as laid down in the general rules (A problem of transport/flight tickets is not considered as an exceptional case).**

In case of an absence during the week preceding or following a holiday period, a medical certificate will always be required. even for one day.

A separate circular will be transmitted to parents of secondary pupils at the beginning of term concerning rules for absences during the school day.

If a pupil in years 4-7 is absent from a long test or an examination, it is imperative that the pupils' legal representatives shall inform the Director of the reasons for his/her absence, immediately or the next day. All cases of illness medical certificate issued by a doctor working in Luxembourg or its immediate surroundings must be submitted or sent to the school before the end of the examination period.

What's happening if the request concerns 3 days or more ? Not necessary to mention two days ?

# **8. 8. Communication school-parents**

## **8.1. 8.1 Nursery and primary cycles**

Parents may contact:

- The classroom teacher and the secretary for any concerns about absences.
- The classroom teacher and the KiVa coordinator for any concerns about discipline or the well-being of the students.
- The classroom teacher and/or the support coordinator and/or the school psychologist for any concerns about learning, academic support, and school life.
- The secretary for any concerns about student arrival and dismissal.
- The general coordinator for any concerns about accompaniment and supervision of students to and from school transport.
- The nurses for any concerns about student health.

Parents may contact the Deputy Directors of the Nursery and Primary School or the Director of the School in cases where the problem cannot be solved.

### A) Role of the Students (Primary)

- Taking care of their own school materials and belongings.
- Following school rules.
- Going to the teacher with any questions or problems.
- Completing and turning in homework on time.
- Showing parents their notebooks and diary.
- Notifying a teacher or a school authority about any problems on the playground.
- 

### B) Role of the Parents (Nursery and Primary)

- Checking the students' notebooks and class diary every day.
- Signing the class diary, notebooks, and any tests or evaluations if asked.
- Notifying the school if a child has related at home an incident that concerns the wellbeing of the students.
- Notifying the nurses of any changes in the health or in the specialized health routines of the students.
- Systematically inquire about the school's website.
- Communicating with the classroom teachers and/or coordinators using:
  - the student diary,
  - an email to the concerned parties and a request for a meeting,
  - a meeting with the teachers or coordinators.

Please respect the teachers' working hours. The periods just before and just after class may not always be the best times for in-depth discussions. An arranged meeting allows for more productive discussion of such issues.

### C) Role of the Teachers (Nursery and Primary)

- Communicating regularly with school colleagues and parents about any issues concerning the class or the students.
- Discussing any questions or problems directly with the concerned student.
- Contacting the parents if the questions or problems cannot be resolved. Communication may take place through email, writing in the student diary, or setting up a meeting.
- Informing parents of student results and progress as well as any incomplete homework.
- 

### C) Role of the coordinators (Nursery and Primary)

#### **General Coordinator organizes and follows up on:**

- Supervision during school hours.
- Accompaniment and supervision of students to and from school transport.
- Organization of school schedules and timetables.

#### **Academic Support Coordinator organizes and follows up on:**

- Files and paperwork concerning academic help and support.
- Meetings with families and with appropriate consultants.
- Tripartite contracts involving the school, families, and external consultants.

#### **KiVa Coordinator organizes and follows up on:**

- Files and paperwork concerning the well-being of the students.
- General problems faced by students.
- Behavioral or social issues faced by the students.
- School strategies to help ensure the well-being of the students.

## **8.2. Secondary cycle**

#### **Parents can contact:**

- The assistant deputy director or the educational adviser of the year regarding absences or disciplinary problems.
- The teacher for any problem related to discipline or learning process
- The assistant deputy director, the educational adviser of the year concerned, the

principal class teacher or any other teacher for any socializing or integration problem in the class/group

- Curriculum Coordinator and Co-Curriculum coordinator for any question relating to enrolment and option choices
- The career adviser of the language section regarding any question related to career guidance.

Parents may contact the Deputy Director of the Secondary School or the Director of the school only in cases where the problem could not be solved previously.

#### A) Role of the pupils

- Preparing homework
- Being active in lessons
- Handing in assignments
- Asking a teacher in case of any problem/question
- Consulting the SMS daily
- Showing parents tests
- Contacting the School by using **ONLY** the School's email address  
firstname.lastname@student.eurisc.eu The private emails will be discarded.

#### B) Role of the parents

- Following up on pupils' homework at home
- Signing tests (if asked)
- Contacting the school with any question or issue by informing school/counsellors/teachers through:
  - Writing message/question in agenda
  - Sending mail to the person concerned within the school asking for an appointment
  - Meeting with teachers to discuss their questions/issues
  - Consulting the child's SMS account at regular intervals

Please respect teachers' working hours.

#### C) Role of the school management

- Informing parents via the reports 4 times a year (2 term reports and 2 half-term reports)
- Arranging parents/teachers' evenings

#### D) Role of the advisers

- Sending absences to the parents by mail every month (SMS)
- Being the contact person for any discipline or well-being issues regarding the pupils of the respective year.
- Finding solutions for any issue regarding the pupil of the respective year in collaboration of other members of the School staff.



- Assisting in meetings between teachers and parents (on request from a teacher)

#### E) Role of the class teacher

Ensuring the well-being of each pupil—in the case of a problem: get the pupil on the right track by:

- Talking to the pupil discussing the issues
- Getting in contact with the parents if the above doesn't help
- Preparing the Class councils and following up the decisions made
- Collaborating with colleagues, advisers, coordinators and if needed: the management

#### F) Role of each teacher

- In case of a problem/issue: Discussing with pupils and if there is no improvement: informing parents using email, the agenda or setting up a meeting regarding the under-achieving of the child (cooperation between the principal class teacher and the subject teachers is required).
- Entering the information into SMS according to the School's policy.
- Informing the parents about any marks/grades, homework, material covered in the class.
- Regarding the test results:
  - S1-S3: tests given to the pupils for the parents to keep (teachers can ask to see them signed)
  - S4 exams (sem. 1 & 2): exams given to the pupils for the parents to keep
  - S5 exams (sem.1): exams given to the pupils for the parents to keep whereas semester 2 exams are kept at school
  - S6-S7: exams (sem. 1 & 2) are kept at school.
- Informing parents in case a pupil does not complete his homework.

#### G) Role of Curriculum Coordinator towards parents

- Informing the parents about the possible option choices for the respective year.
- Distributing and collecting option choice forms.
- Holding meetings on option choices with the Management.
- Meeting parents and pupils to help them in the choice of courses

## **9. 10. Committees within the school**

### **9.1. 10.1 The Health and Safety Committee**

The school put in place this advisory committee to discuss all questions related to the health, security and well-being of the users of the school site.

Its main missions are:

- The analysis of working conditions and risks.
- The development of violence prevention and awareness campaigns.
- The verification that the regulatory requirements are being adhered to through inspections and inquiries.
- The analysis of the circumstances and causes of accidents.
- Consultative advice in important planning.

The aim of this committee is to foster dialogue on health and safety issues among all key stakeholders in the school, including student and parent representatives.

The committee meets at least twice and no more than four times per school year.

### **9.2. 10.2 The Canteen Committee**

This committee is comprised of the representatives of the parents, the teachers, the pupils, the school administration, staff member of the school.

This committee also aims to ensure the quality of the service of our school catering service and to make common decisions for the good of the children and the staff who eat lunch every day.

The committee meets 4 times a year and the dates of the meetings are published into our website.

After every meeting, the report will be published online on the European School website. For any comments concerning the canteen, we invite you to send a message to the following email address: [cantine@eursc-mamer.lu](mailto:cantine@eursc-mamer.lu)

All emails will be afforded great attention and an overview will be provided at the next canteen committee meeting.

### **9.3. 10.3 The Education Councils**

[See General Rules of the European Schools 2014-03-D-14-fr-1](#)

In each school two Education Councils shall be formed:

- Education Council for the Nursery and Primary schools
- Education Council for the Secondary school

Each of the Education Councils shall normally meet twice per term.

**For the Nursery and Primary cycles**, the following dates have been fixed: September 2020, December 2020, during March 2021 and during June 2021 (these dates are indicative, changes may occur).

**For the Secondary cycle** in principle once, every half- term: The dates will be announced before the beginning of the school year 2020-2021.

**The task of the Education Councils:**

- To seek optimum conditions for effective teaching.
- To promote positive and stimulating human relations.
- To seek to introduce all measures likely to highlight the school's European character.

**Composition:**

- The Education Council for the Nursery and Primary cycles shall be composed of the Director and Deputy Director, 3 elected representatives from the concerned categories – parents and teachers.
- The Education Council for the Secondary cycle shall be composed of the Director and Deputy Director, 3 elected representatives from the concerned categories – parents, teachers and pupils.
- The number of representatives for the education councils for ES Luxembourg II was approved at the Administrative Board on 22 January 2018

The Director may invite other persons whose presence he/she deems necessary.

## **9.4. 10.4 The School Advisory Council**

[\(See Reform of the European Schools System 2009-D-353-en-4\)](#)

**The School Advisory Council (SAC) is composed as follows:**

- Director
- Members of the management team:
- Deputy Director for the Secondary

- Deputy Director for the Primary
- Bursar
- Assistant Deputy Director for the Secondary Cycle

### **Representatives of the teachers:**

- Two representatives of the Staff Committee: one for the nursery-primary, one for the secondary,
- Two representatives of the Primary Education Committee,
- Two representatives of the Secondary Education Committee,
- One representative of the locally recruited teachers,
- One representative of the AAS,
- The President and Vice-President of the Parents' Association,
- Two representatives of the students.

The Director may invite other persons whose presence he/she deems necessary.

### **Role of the school advisory council:**

Within the framework of the general objectives of the system, the SAC makes proposals and gives opinions with a view to the setting of the school's priorities and objectives in all areas of school life. These priorities and objectives are used as the basis to produce the multi-annual school development plan and of the annual school plan, based on which the budget required for its implementation will subsequently be drawn up.

The SAC also deals with the school's internal affairs.

As the SAC is an advisory body, 'decisions' are taken by consensus, responsibility for the final decision lying with the Director or the Administrative Board, depending on the subject.

The SAC meets twice a year. In November/December and in March/April.

## **9.5. 10.5 Administrative Council**

[\(Reform of the European Schools System 2009-D-353-en-4\)](#)

The European schools benefit from a certain amount of pedagogical, administrative and financial autonomy and its' functioning is included in an annual activity report presented by the Director. Autonomy comes within the general framework of the regulations and decisions of the Board of Governors, including the Financial Regulation, which specifies its limits and the obligations in budgetary management terms.

One of the fundamental missions of the Administrative Council will be to adopt a multiannual school plan and an annual school plan as well as its' budget plan based on an annual activity report.

The composition and role of the Administrative Council are defined in Articles 19 and 20 of the Convention defining the Statute of the European Schools. Article 20, in particular, stipulates that the Administrative Council "shall perform such other administrative duties as may be entrusted to it by the Board of Governors." The relative autonomy of the school enables it to make decisions at the local level without going through the central governance.

**There are three categories of decisions:**

A) Decisions that may have an impact at system level on the other schools.

- The Administrative Council, chaired by the Secretary-General, the guarantor of the system's coherence, would take these decisions, the list of which below is neither exhaustive nor prescriptive: Recruitment conditions of locally recruited staff
- Creation of AAS posts
- Category II contracts and school fee levels
- Setting of school fee levels (Category III) within the limits of a banded range determined by the Board of Governors
- Timetable reductions for teachers and other staff
- Various activities with implications for the school's budget
- School development strategy: cooperation, partnership, sponsors, etc.

B) Decisions which are the responsibility of the Director in accordance with the provisions of the statutes, rules and regulations, in particular the General Rules, and decisions on points such as :

- Local in-service training provision for staff
- ICT: staff development and training
- Data protection
- Child protection
- Transfers provided for by the Financial Regulation
- Enrolments of pupils

C) Decisions concerning other organizations within the school, such as the Parents' Association: for example, questions pertaining to the canteen, transport or extra-curricular activities.

**Frequency of meetings:**

The Administrative Board meets twice a year. Extraordinary meetings may be convened if need be, according to the provisions of the General Rules of the European Schools (article 64.1).

The decisions of the AB are taken by consensus as far as possible. If the Chair of the AB finds that it is impossible to reach a consensus, he/she may put the question to the vote.

The following take part in voting: the Director, the representative of the Commission, the parents' representatives (one vote), the Staff Committee representatives (one vote), the AAS representative, the Chair.

Each member of the AB has the right to propose items to enter on the agenda for the next meeting.

## **10. 9. Parent's participation**

### **10.1. 9.1 Parents/Teachers meetings**

Information meetings are organized during the year for the parents of the different classes. Communications with further details will be sent in due time.

Please find below a summary of the important meetings already scheduled for the school year 2020/2021 :

<b>Dates</b>	<b>Hour</b>	<b>Meetings in the Nursery cycle (pupils aged 4)</b>
<b>09/09/2019</b>	<b>18:30</b>	Meeting for parents of the nursery school (M1 and M2)

<b>Dates</b>	<b>Hour</b>	<b>Meetings in the Primary cycle</b>
<b>03/09/2019</b>	<b>18:30</b>	Meeting for parents of P1 pupils - PRI
<b>11/09/2019</b>	<b>18:30</b>	Meeting for parents of P3 pupils - PRI
<b>16/09/2019</b>	<b>18:30</b>	Meeting for parents of P2 pupils - PRI
<b>18/09/2019</b>	<b>18:30</b>	Meeting for parents of P4 pupils - PRI
<b>23/09/2019</b>	<b>18:30</b>	Meeting for parents of P5 pupils - PRI
<b>25/09/2019</b>	<b>18:00</b>	Meeting for parents of SWALS and ONL pupils
<b>26/09/2019</b>	<b>18:00</b>	Meeting for parents with Religion and Ethics teachers
<b>30/09/2019</b>	<b>18:30</b>	Meeting for parents of P1 pupils for Language II

<b>Dates</b>	<b>Hour</b>	<b>Meetings in the Secondary cycle</b>
<b>TBC</b>	<b>TBC</b>	Meeting for parents of S7 pupils
<b>TBC</b>	<b>TBC</b>	Meeting for parents of S6 pupils
<b>TBC</b>	<b>TBC</b>	Meeting for parents of S2 pupils
<b>TBC</b>	<b>TBC</b>	Meeting for parents of S3 pupils
<b>TBC</b>	<b>TBC</b>	Meeting for parents of S4 pupils
<b>TBC</b>	<b>TBC</b>	Meeting for parents of S1 pupils
<b>TBC</b>	<b>TBC</b>	Meeting for parents of S5 pupils

**Should there be some dates missing, they will be communicated in due time.**

### **10.2. 9.2 Parents' participation**

## **A) School Party:**

In co-operation with the school, every year the Parents' Association organizes a party, during which the school is open to everyone and various cultural, social and sports activities are organized. A barbecue and stands serving national specialties provide food and refreshments for everyone.

## **B) Coffee Morning Networking**

Following this successful initiative of parents who wish to meet a few times a year in the new buildings of the European School Luxembourg II, to socialize, create a feeling of belonging and help each other out, we are happy to continue this activity in 2020/2021.

School staff, members of the Parents' Association APEEEL2, members of school Associations as "Mots de Zaza" or "Actions without Borders" and external speakers come to present their activities or offer themes of reflection in common (for instance Education, Respect, Bullying).

If you have an independent activity (for example coach, interior architect, psychologist) or you wish to launch a project (for example book club, walking club, cooking club) you can come with your name cards and your brochures.

The new committee members of the APEEEL2, Valentina Feci Favara and Vincent Masson Deblaize, joined the organization of the Coffee Morning Networking, by accepting to replace Danielle Ribs Fleishmann, which undertook a new personal project.

We take advantage to thank her for her time, for her commitment and for her enthusiasm in the promotion and the organization of all the past CoMoNe, and we wish all the best for her new adventure.

The timetable 2020 - 2021 will be communicated by SMS in September.

The place is the STUDIO OF THE EUROPEAN SCHOOL LUXEMBOURG II

The entry will be made by the ADMINISTRATION by simple presentation of an invitation.

According to the wishes of some parents, the CoMoNe will be organized in the morning (08.30am to 10.30am) AND in the evening (schedule to be still decided).

The new organizers of the CoMoNe wish to give a new impetus by proposing every time a different theme touching the sphere of our children.

For any question, you can contact directly the APEEEL2 ([office@apeeel2.lu](mailto:office@apeeel2.lu)): your message will be immediately transmitted to the organizers of the CoMoNe.

## **C) Parents' Financial Contributions**

**School Trips:** The cost of specific school trips will be announced well in advance. More



information can be found under the heading «School Trips».

**Class Funds:** The school allocates funds each year for the purchase of small school supplies and educational materials.

Periodically throughout the year, the Nursery and Primary Classes may organize school activities that would require additional financial participation from the families. Instead of collecting money for each occasion, the families may decide to organize a class fund. This fund would be managed by a class treasurer to be chosen at the first school meeting. During that meeting, parents could also decide the amount each family would be asked to contribute based on suggestions from the teachers. Teachers would not have direct access to the class fund but would rely on the class parents and treasurer to decide on how the money should be spent.

Invoices sent to parents during the school year are not covered by the class office.

### **Minerval and other fees:**

The invoice of school fees: balance of the “Minerval” + baccalaureate registration fees + university registration fees + additional baccalaureate option will be sent to the parents at the end of October, to be paid one month later.

The invoice for small school fees (insurance, photocopies, Intermath, locker, badge) will be sent to the parents in early January, to be paid one month later.

The deposit invoice of the school fees (Minerval) for the 2020/2021 school year will be sent to the parents in May, to be paid one month later.

(see point 21: School fees)

## **10.3. 9.3 Nursery and Primary Classes**

### **A) Parents' Evenings**

At the start of the school year, an informational evening is organized for each class. Parents will be able to have necessary information about the working of their child's class and about school more generally and meet some of the other families.

In November and during the 2nd trimester, individual conferences are planned with the Nursery teachers as a chance to discuss the work and progress of each child.

Please see the above chart labelled « Parent-Teacher Meetings».

## **10.4. 9.4 Secondary Classes**

At the start of the school year, an informational evening is organized for each class. Parents will be able to have necessary information about the working of their child's class and about school more generally and meet some of the other families.

Starting from October and throughout the first semester

## **A) Class Representatives and Parents Association APEEEL2**

Early in the year, each class will elect two parent representatives who will act as liaisons between the class and the administration. They will be able to communicate any needs or problems the class may have to the teachers and to the school.

The Parents' Association represents the needs of the greater parent community. It is actively involved in school life and is able to communicate any needs or concerns that affect the general school body, the school buildings, and the daily life of the school. More information can be found on their website: <http://www.apeeel2.lu/>

L'APEEE also organizes extracurricular activities. More information about these activities can be found on the website: <https://periscolaire.apeeel2.lu>

## **B) Parents' Cooperation and Participation**

In addition to attending the scheduled meetings, parents are often invited to help the classes during specific events. This participation might include helping to chaperone field trips, helping with class parties or other events, accompanying the children to the library, or, starting in M2, accompanying the children to swim class. Teachers also rely on the goodwill of the parents to help foster a smoothly running classroom and a positive class atmosphere.

## **C) Library**

The Nursery Library contains books and materials for all the Nursery language sections while the Primary Library contains books and materials for all the Primary language sections. Classroom teachers work with the librarians to keep families informed about how to use and take advantage of these resources.

Running the libraries would not be possible without the assistance of parent volunteers and their association «Les Mots de Zaza». The school sends out an urgent call to all parents who have some free time and would like to help by joining the volunteer association. The school librarians (who work only half-time) would be happy to help put any interested parents in touch with the «Les Mots de Zaza» association.



# **11. 11. School plan**

[School plan submitted to the Board of Directors on 25.09.2019](#)

# **12. 12. Homework and school report**

## **12.1. 12.1 Homework**

### **A) Primary school**

Homework can take several forms. It is necessary to consider the capability of the children and their level of learning. The teachers will have to determine the homework suited to their pupils.

4th and 5th grades represent a significant stage in progress through the secondary cycle in experience and knowledge and consequently homework will become more regular and targeted.

It is important to underline that each linguistic section has specific characteristics and particularities being part of the educational tradition of each country. Therefore, it is impossible to determine a valid rule for all the classes and all linguistic sections.

Teachers do not systematically mark homework because it is not necessarily personal research and educational background can vary from one family to another.

Nevertheless, homework assignments are always corrected.

Under the School website, more detailed information per linguistic section are available.

### **B) Secondary school**

As guideline, the following figures represent the maximum time per week for an average pupil:

<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
Hours	7/8	8/9	9/10	12/13	13/14	16	16

If it appears that these figures are not realistic for a certain class or group of pupils, these cases must be examined individually.

Homework should be assigned as early as possible and the deadline should be fixed together with the pupils. Homework given for the following day should not exceed 15 minutes.

**For the 2020-2021 academic year, the teachers of each subject agreed on the application of**

**a common policy of homework. This policy will be evaluated at the end of the school year and, where appropriate, adapted.**

The calendar for A- and B-tests from S1 à S5 is published at the beginning of the academic year on the school website. A maximum of 3 long tests per week is permitted in principle.

to be checked. I have not found the calendar on our website.

## **12.2. 12.2 School reports**

Reports will be distributed on the following dates:

<b>Primary School</b>	<b>Report's distribution date</b>
First unofficial report	November 2019
First report	February 2020
Second Report	July 2020

During the parent/teacher evenings at the beginning of the school year, the teachers responsible for the class and the LII teachers explain the system of the school report in terms of skills and strategies used for the evaluations and review the cross-curricular skills.

School report evaluation is therefore not a way of classifying the children (based on the skill to reproduce the acquired knowledge), but it concerns the way they use their knowledge and how they apply it to their individual work (application of the skills).

**In November**, the parents will meet individually with the class teacher to discuss the child's progress in their work, cross-curricular and social skills. The list of the skills serves as a guide for this meeting. If serious problems are raised, it is recommended that they should be discussed with the class teachers and with the Deputy- Director.

A first written report is sent to the parents **in February** through our ICT data exchange platform (Student Management System SMS, My School). This report has already been discussed with the pupil. It contains a complete list of the cross-curricular skills and the specific skills for every subject. The teachers also record on the school report their individual remarks.

**In April or May**, the primary school will inform the parents by registered letter if there is a risk that the child will repeat the school year. At this point, it is still possible to try to remedy the situation. **This letter does not establish a definitive decision but aims at informing the parents of the concrete risk of repeating.**

**At the end of the year**, the same skills are revised during the class council to evaluate the progress of the pupil. A final page summarizes all the information, with an explanation on the decision of the class council for the following school year. The final report is made available to parents through our platform SMS.

**It is important that each family maintains a correct and current email address for their account on our platform «My School».**

<b>Secondary School</b>		
<b>Years</b>		<b>Date of distribution of reports</b>
<b>1, 2, 3</b>	First intermediate report	End of October 2020
	1st semester report	End of January 2021
	Second intermediate report	April 2021
	2nd semester report	June 2021
<b>Years</b>		<b>Date of distribution of reports</b>
<b>4, 5, 6</b>	First intermediate report	End of October 2020
	1st semester report	January 2021
	Second intermediate report	April 2021
	2nd semester report	Early July 2021
<b>Years</b>		<b>Date of distribution of reports</b>
<b>7</b>	First intermediate report	End of October 2020
	1st semester report	February 2021
	2nd semester report - Preliminary mark	May 2021

Secondary School has a two-semester calendar and we issue 2 half-term reports (October/November and March/April) and 2 semester reports (January and June/July).

**October/November:**

The half-term report contains comments and grades (in years 1-3) whole and half numerical marks (years 4-6) for every subject. It may also contain an overall comment by the class teacher.

**January:**

First semester report. It contains grades (years 1-3) or numerical marks (years 4-6) and comments on every subject. It can also contain an overall comment by the Class Council or the Class teacher.

This report may be accompanied by a warning letter indicating the possible risk of failing the year. The fact that a warning letter is not received is not in itself a guarantee of promotion to the year above, nor a procedural irregularity within the framework of the

deliberations concerning promotion to a higher class. When the pupils' legal representatives receive a warning letter about the risk of failing, they are required to provide spontaneously any information in their possession liable to have an influence on the forthcoming Class Council's deliberations.

### **March/April:**

The half-term report contains comments and grades (years 1-3) or numerical marks (years 4-6) for every subject.

This report may be accompanied by a warning letter indicating the possible risk of failing the year. The fact that a warning letter is not received is not in itself a guarantee of promotion to the year above, nor a procedural irregularity within the framework of the deliberations concerning promotion to a higher class. When the pupils' legal representatives receive a warning letter about the risk of failing, they are required to provide spontaneously any information in their possession liable to have an influence on the forthcoming Class Council's deliberations.

### **June/July:**

End-of-year report. It contains the grades (years 1-3) or the numerical marks (years 4-6) of the second semester and the final mark accompanied of a comment for every subject. It also contains the Class Council's decision on promotion.

**Please see below the rules concerning the scripts of the semester examinations:**

#### **S4**

The examinations of the 1st and 2nd semesters are returned to the legal representatives through the pupils.

#### **S5**

The examinations of the 1st semester are returned to the legal representatives through the pupils. **The harmonized examinations of the 2nd semester are kept by the school for archiving.**

#### **S6**

**The examinations of the 1st and 2nd semesters are kept by the school for archiving.**

In general, examinations and tests counting for the B mark may be viewed by the pupils' legal representatives during an appointment with the teacher concerned. In order to see the results of their examinations in S6, teachers arrange a class for the pupils two weeks before the class council.

The pupils' legal representatives have the opportunity to view the S5-S6 archived examinations in presence of the assistant deputy director for the secondary school **from Monday 5th July to Thursday 8th July 2021 between 10.00 and 12.00 O'clock in room A-202.**

Article 6.4.10 Viewing of the European Baccalaureate scripts after marking of the Arrangements for Implementing the regulations for the European Baccalaureate.



The candidates or their legal representatives, if they are minors, have the right to view and get a copy of:

- Their original script
- The final mark awarded to the examination script (average of first and second corrector mark and, where applicable, third corrector mark)
- The mark awarded by each one of the correctors (first corrector mark, second corrector mark and, where applicable, third corrector mark)
- The correctors' commentaries
- The examination paper
- The marking scheme

The request must be made in writing to the Director of the School not later than 4 calendar days after the candidate has been informed of the examination results, communicated in accordance with article 7.3.

The Director will make all documents available not later than 3 calendar days after receipt of the request.

A belated request for the viewing of the examination papers will be inadmissible.

In the school of Luxembourg II examination scripts may be viewed from Monday 5th July to Thursday 8th July 2021 between 10:00 and 12:00 in room A-202 and in the presence of a assistant deputy director or an educational adviser.

# **13. 13. Educational support**

**Support coordinators (SupCos) :**

Mrs Maria TZIOUFA for the **Primary school**: [maria.tzioufa@teacher.eursec.eu](mailto:maria.tzioufa@teacher.eursec.eu)

Mrs Charlotte HENRIKSEN for the **Secondary school**: [charlotte.henriksen@eursec.eu](mailto:charlotte.henriksen@eursec.eu)

**The reference documents (2012-05-D-14-en-9 and 2012-05-D-15-en-12) are available on the European Schools website.**

**All confidential documentation is treated and filed according to the European School Luxembourg II Privacy Statement (2018-06-D-21-en-3)**

**Appeals can be made according to the General Rules of the European Schools ([2014-03-D-14-en-8](#)).**

## **13.1. 13.1 School Philosophy**

The European School is a multilingual and multicultural environment in which the primacy of a child's mother tongue is safeguarded wherever possible.

The European School offers a single type of general academic education, in which learning conditions become increasingly demanding. This single academic pathway, involving highly cognitive and abstract learning, leads to the award of the European Baccalaureate diploma.

Different forms and levels of support are provided, designed to ensure appropriate help for pupils having special educational needs or experiencing difficulties at any point in their schooling in order to allow them to develop and progress according to their potential and to be successfully integrated.

The School believes that where parents are involved in their children's education and work in partnership with the school, children achieve and thrive more. Communication between the school and the pupil's legal representatives should be open and regular.

This communication is organised in accordance with Article 24 of the General Rules of the European Schools 1. It is essential that parents inform the school of any issues which could affect their child's learning progress.

Decisions concerning support are made in the best interest of the child.

## **13.2. 13.2 Differentiation**

Differentiation is the planning and execution of teaching and learning for all children in all

classes which take account of individual differences in learning style, interest, motivation and aptitude, and reflecting these differences in the classroom.

Differentiation forms the basis of effective teaching. It is essential for all pupils, including those pupils requiring support. Differentiated teaching aimed at meeting all the pupils' needs is the responsibility of every teacher working in the European Schools and must be common classroom practice.

Differentiated teaching ensures that in planning and delivering lessons, teachers are aware of and take into consideration the different learning styles and individual needs of all pupils. (See Article 24 of the General Rules of the European Schools –2014-3-D -14 - ) <http://www.eursec.eu/getfile/278/22012-05-D-14-en-94>

This includes meeting the needs of:

- pupils with different learning styles;
- pupils studying in a language section which does not correspond to their mother tongue;
- pupils arriving in the system at a later stage who have followed a different curriculum and/or whose knowledge and skills show possible gaps;
- pupils with a mild learning difficulty;
- pupils with a diagnosed special educational need
- gifted and talented pupils

### 13.3. 13.3 Types of support

Where normal differentiation in the classroom is not enough, school can provide other types of support :

- General Support,
- Moderate Support,
- Intensive Support (A and B) and/or special arrangements.

Support is flexible and varies as a pupil develops and his/her needs change.

#### **General and Moderate support:**

- **General Support** is for any pupil who, at some point in their schooling, needs support or may experience difficulty in a particular aspect of a subject, may need to 'catch up' due to late arrival in school or illness or may be working in their non-mother tongue. Pupils may need additional help with acquiring effective learning strategies or study skills.
- **Moderate Support** is an extension of General Support and is provided to pupils with a mild learning difficulty or in need of more targeted support. This could be appropriate for pupils who may be experiencing considerable difficulty in accessing

the curriculum due to, for example, language issues, concentration problems or other reasons. It is provided for a longer period than General Support.

### **Procedures:**

- Teachers request General or Moderate Support for their pupils. Parents or legal representatives can discuss with the subject teacher if they think support is needed.
- Support classes may be requested at any time during the school year.
- Applications must be submitted using a special form that is distributed to all teachers by mail and is available in the teacher's room or in Office 365 (shared documents). This form must be submitted to the Support Coordinator (SupCo).
- The Administration of the school will decide when support is necessary. The teacher will inform parents that support has been decided for their child. Parents can accept or reject this support, but in all cases the form must be returned to the school with the parents' signature.
- The Support Coordinator will create support groups. Under exceptional circumstances, general and moderate support can be offered to a pupil on a one-to-one basis.
- Groups are organized vertically, horizontally, within or across sections, by focusing on the needs of the pupils concerned.
- Once a pupil has been admitted to a support course, the pupil is required to follow the course regularly. If a pupil refuses this course or if s/he disrupts the course by his/her behaviour, the SupCo must be notified and the pupil may be excluded from the support course.
- The General Support Teacher prepares the Group Learning Plan (GLP) with the subject / classroom teacher who details the group's work and incorporates objectives and success criteria for the group. This Plan is available from the SupCo and is sent to parents.
- The moderate support teacher and the subject teacher make the Individual Learning Plan (ILP) (which is available from the SupCo and sent to the parents for each pupil) in consultation with the teacher of the subject / class. The ILP should be reviewed regularly. It includes specific learning objectives and criteria for evaluating a pupil's progress and the success of the support.
- Parents are informed about the evaluation in the end of the support period or in the end of Semesters.

[Template for General support – Group Learning Plan EN](#)

[Template for General support – Group Learning Plan FR](#)

[Template for Moderate Support – Individual Learning Plan 1 EN](#)

[Template for Moderate Support – Individual Learning Plan 1 FR](#)

[Template for Moderate support – Individual Learning Plan 2 EN](#)

## Intensive support A and B

### Definitions:

- **Intensive Support A (ISA)** is provided following an expert's assessment of the pupil's special individual needs and the signing of an agreement between the Director and the parents. Intensive Support A is provided for pupils with specific educational needs: learning, emotional, behavioural or physical needs.
- **Intensive Support B (ISB):** In exceptional circumstances, and on a short-term basis only, a Director may decide to provide Intensive Support for a pupil without special educational needs, for example in the form of intensive language support for a pupil who is unable to access the curriculum.

For the secondary, a pupil's absence from other lessons while receiving educational support should be restricted as far as feasibly possible to exceptional cases.

### Procedures

For pupils whose needs are best described using description A:

- The needs of Intensive support can be detected already at the enrolment or during the year, either by a teacher or by the legal representatives.
- A written request is sent to the SupCo by a teacher or the legal representatives including a report from a specialist. The criterias for the medical/psychological/psycho-educational/multidisciplinary report are:
  - Be legible, on headed paper, signed and dated
  - State the title, name and professional credentials of the expert(s) who has/have undertaken the evaluation and diagnosis of the pupil
  - Through medical/psychological/psycho-educational or multidisciplinary report, state specifically the nature of the pupil's medical and/or psychological needs and the tests or techniques used to arrive at the diagnosis
  - Report for learning disorders need to describe the pupil's strengths and difficulties (cognitive assessment) and their impact on learning (educational evidence) and the tests or techniques used to arrive at the diagnosis.
  - Report for medical/psychological issues need to specify the pupil's medical/psychological needs and their impact on learning (educational evidence).
  - All reports need a summary or conclusion and stating the accommodations required as well as where appropriate, recommendations for teaching/learning for the school's consideration.
  - This documentation must be regularly updated and not be more than two years old. In case of permanent and unchanging disability and when the Support Advisory Group agrees, no retesting other than regular updates will be required.
  - In order to avoid possible conflict of interests, the expert assessing pupils will be neither an employee of the European School nor a relative of the pupil.
  - If not written in one of the working languages, be accompanied by a translation into French, English or German
  -

- The SupCo contacts the parents to arrange an Advisory Group Meeting. The Advisory Group meets to discuss how to help the pupil in the best possible way and advises the director on the arrangements to be made.
- People present at the Advisory Group Meeting: Head or his/her delegate, Support Coordinator, L1 teacher, form teacher and the pupil's parents. Other teachers and the psychologist or other specialists can be invited as well.
- The support coordinator is in charge of preparing the Intensive Support agreement, which should be signed by the Head of the school and the legal representatives.
- The ILP must be established by the support teacher(s) in consultation with the subject teacher and/or the support coordinator.
- The legal representatives of the pupil are informed of their child's progress at the end of each semester.
- The Intensive Support agreement is only applicable for one school year and an Advisory Group Meeting will be organized to arrange a follow up and evaluate the intensive support.
- An Advisory Group Meeting can be held any time during the school year if needed. The Intensive Support agreement can also be adapted during the school year if needed.
- When the school is not able to provide adequate education to a pupil, the whole pedagogical team, parents and the school management seek and propose alternatives more adapted to the needs of the pupils.

For pupils whose needs are best described using description B :

- Teachers or pupil's legal representatives request short-term Intensive Support B for the pupil in writing to the support coordinator.
- The pupil's legal representatives are informed that this support has been recommended for their child.
- The Director and pupil's legal representatives sign an agreement stating the reasons, nature and length of the Intensive Support to be given.
- The support coordinator creates small groups or organizes individual support, in or outside the classroom, depending on the pupil's needs and the availability of teachers.
- Groups are organized vertically, horizontally, within or across sections, by focusing on the needs of the pupils concerned.
- The support teachers write an ILP for each pupil in cooperation with the subject teacher. This should be evaluated in the end of each semester or trimester.
- The ILP includes specific learning objectives and criteria for evaluating the pupils' progress and the success of the support.
- Pupils' legal representatives are informed of their child's progress in Intensive Support B at the end of each semester.

SWALS Students (Students without a Language Section) enrolled in the other sections (EN, FR, DE) can receive additional help if necessary in case of weaknesses in language 2.

Students diagnosed being High Potential can also receive support. A big part of the support is given during lessons through the differentiation done by the teachers. If needed it is also possible to set up tailor-made support according to the specific needs of the students.

[Template for ISA Agreement EN](#)

[Template for ISA Agreement FR](#)

[Template for Intensive support Individual Plan 1 EN](#)

[Template for Intensive support Individual Plan 1 FR](#)

[Template for Intensive support Individual Plan 2 EN](#)

[Template for Intensive support Individual Plan 2 FR](#)

## **13.4. 13.4 Collaboration with external experts**

As a school we collaborate closely with external experts – within Luxembourg as well as within the national systems of our member states. The collaboration is flexible and according to the needs.

There might be pupils whose development and learning needs require support given by paramedical auxiliary staff (essentially speech therapists and psychomotor therapists). The provision is based on a tripartite agreement.

The school's role when drawing up a tripartite agreement is to make a suitable room available to the pupil and the professional whose services are used, to agree on a timetable and to take account of class activities. Before starting the collaboration, a request is made by parents to the Support Coordinator and a tripartite agreement is drawn-up in collaboration between parents, external expert and school. This is signed and kept by all three parts.

Paramedical auxiliary staff working on a tripartite agreement is self-employed and paid directly by the parents.

## **13.5. 13.5 Inscription policy for students with special educational needs**

The European School accepts pupils with special educational needs, subject to the following procedure:

- In the inscription form a detailed part to be fulfilled by parents is devoted to the description of pupil's special needs and the support the pupil is currently benefitting from.
- An Advisory Group (Support Coordinator, School Psychologist and Deputy Director),

on the basis on the documents provided by the family and any further professional evidence which may be required, evaluates the ability of the school to meet the pupil's needs. It determines the framework and conditions of any individualised teaching/learning. The Advisory Group may recommend an observation period or provisional admission.

- It is the school Director, on the recommendations of the Advisory Group, who decides whether or not the school is able to provide the appropriate educational and social environment for the pupil.

## **13.6. 13.6 Early identification**

In order to help the pupils in the best possible way, it is important to identify the eventual special educational needs. This detection is done throughout the whole school career and involves several actors: parents, teachers, support coordinator, school psychologist and external experts through:

- Teachers', school psychologists and support coordinator's' observation in the class
- Meeting between parents, teachers and the support coordinator
- School reports and analyse of pupil's progress
- Class Councils
- Collaboration with external experts

This process requires an open and continuous collaboration between parents and school (and possible external experts).

## **13.7. 13.7 Transitions**

### **A) Transition from Nursery to Primary**

Each language section organizes two "Transition" days for all MA2 pupils: a P1 visit from the M2 children and a visit to the Mat by the P1 children before the end of the year. Special visits can be organized for pupils with special needs.

For the children of M2 receiving intensive support A, the support coordinator of the primary / nursery cycle organises, at the end of the school year, an Advisory Group specifically dedicated to the planning of the transition to the primary cycle.

### **B) Transition from Primary to Secondary**

The school organizes a transition day for all P5 pupils. Special visits/arrangements can be arranged for pupils with special needs.

Transition meetings for P5 and S1 teachers take place before and at the beginning of the school year.

There is a close collaboration between the support coordinator of Nursery/Primary and the



support coordinator of Secondary. The support coordinator of Primary organizes at the end of the school year the Advisory Group Meeting for pupils in P5 receiving Intensive Support A. At these meetings the transition is discussed among the colleagues, parents and support coordinators from both cycles. For ISA pupils, another follow-up Advisory Group meeting is organized in October/November when the pupil enters S1.

The support coordinator from Secondary attends the Class Councils for P5 at the end of the school year.

## **13.8. 13.8. Assessment and promotion**

### *Principles for assessment and promotion*

For the assessment and promotion of pupils receiving educational support but following a complete curriculum according to full requirements, the provisions in Chapter IX of the General Rules of the European Schools will apply.

If the curriculum and/or syllabus are modified to meet the needs of the pupil (Who did not follow the curriculum provided in the Syllabus of the European Schools), he or she may not be promoted in the usual way. The pupil may accompany his or her class, as long as this is beneficial to the pupil's social and academic development.

It is possible for pupils to return to the full curriculum if all requirements for promotion are fulfilled. Before re-enrolment in the standard curriculum, the pupil must perform at the same level as any other pupil.

S5 Pupils must follow the full curriculum and fulfil the same criteria as all pupils in order to be promoted to S6.

If a pupil's curriculum is adapted in S6, it is not possible to resume the standard curriculum either during S6 or between S6 and S7. Any pupil entering for the European Baccalaureate must have completed the full curriculum (General Rules, Chapter IV).

For some pupils the academic demands of the European Schools are not appropriate, and they may be required to leave in order to continue with a different type of schooling. The School collaborates with the parents to find the best possible solution for the future schooling of the student.

The school will issue a certificate describing the subjects followed, the hours completed and the level of the pupil's attainment in the child's best interest.

## **13.9. 13.9 European Baccalaureate**

The European Schools believe that all pupils should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could place a candidate particularly those with special educational needs at a disadvantage, preventing them from demonstrating their level of attainment, special arrangements for written and/or oral examinations may be requested and authorized (see

document 2012-05-D-15-en-8). This authorization must be requested **by October 15th when the pupil is in S5**. These arrangements are not intended to compensate for any lack of knowledge or ability.

## **13.10. DISCIPLINE AND WELL-BEING**

### **13.11. 13.10 Peer mediation**

This is a process where volunteer pupils facilitate resolving interpersonal problems of other pupils within the school community in a climate of neutrality and confidence.

The aim of the process is:

- To lead discussions towards a win-win resolution for both sides to avoid further trouble;
- To help pupils modify and improve their handling of situations of conflict in a nonviolent manner. In this way, their own self-esteem will grow, as will their listening skills and ability to handle difficult situations.
- To improve the overall climate in school and to reduce disciplinary actions and disputes within school.
- The positive outcome for teachers is to have more time available for teaching.

Peer mediation is led by about 35 pupils of years S4-S6 who followed a comprehensive training program and received a mediator's diploma.

The pupils are supported by a team of enthusiastic teachers and coaches having followed part of the training of M.E.N.J.E. - S.C.R.I.P.T of Luxembourg for mediation projects by peers in Luxembourgish schools. The reference persons are Mr Nestoras, Mrs Le Goaller and Mrs Pomar.

### **13.12. 13.11 KiVa program**

KiVa is an innovative school-based anti-bullying program which has been developed at the University of Turku in Finland. It is a tool our school uses to raise the awareness of our students to be respectful, to show empathy towards peers, to know more about themselves ... In this way school tries to create a safe environment through their whole school career.

#### **The main components of KiVa**

KiVa includes both universal and indicated actions, intended to prevent the phenomenon and to treat the cases of bullying in our school.

The universal actions, such as the KiVa curriculum (student lessons), are directed at all students and focus mainly on preventing bullying. The students of year 1 continue with the

lessons which started already in Primary (unit 2) and the students of year 3 start with the lessons dedicated to secondary (unit 3). They consist of a number of initiatives which influence the norms of groups, teach children how to behave constructively/responsibly, refrain from encouraging bullying and help possible victims.

The indicated actions take place when bullying has come to the attention of school personnel. Each particular case is handled in a series of individual and group discussions between the school's KiVa team and the students involved. Several peers of the victim are challenged to provide support for the victimized classmate. The aim is to put an end to bullying.

The KiVa team doesn't accuse or punish anyone but helps to develop empathy and positive solutions. KiVa is not meant to be a one-year project, but a permanent part of the school's anti-bullying work.

**You can contact the KiVa team:**

**Primary:** [MAM-KIVATEAM-PRI@eursc.eu](mailto:MAM-KIVATEAM-PRI@eursc.eu)

**Secondary:** [MAM-KIVATEAM-SEC@eursc.eu](mailto:MAM-KIVATEAM-SEC@eursc.eu)

More information on the program can be found in <http://www.kivaprogram.net/parents/> and <http://www.kivaprogram.net>

# **14. 15. European hours**

European Hours is a program that represents a key philosophy of the European Schools. It allows students to participate in multidisciplinary activities tied to the curriculum but not necessarily tied to one subject area.

Reference Document from the Superior Council: 2016 – 08 -D-17-fr-3

European Hours also provides opportunities to:

- Regroup and bring together students of different nationalities.
- Encourage interaction, communication, and cooperation during shared activities.

It is not a language course, but rather an educational moment for personal and cultural exchange. Students are asked to actively participate, get know each other, and learn about each other's cultures with mutual respect. They can appreciate the « Maison commune Europe » by valuing the diversity of cultures while appreciating the transnational nature of European identity.

## **14.1. 15.1. Who is it intended for?**

All students in the 3rd, 4th and 5th years of Primary School

## **14.2. 15.2. What are the benefits?**

The European Hours helps to:

- Regroup and bring together students of different nationalities
- Encourage interaction, communication, and cooperation during shared activities
- Value the school community that bridges the language sections
- Prompt students to actively participate in their own learning by seeking out diverse experiences and interactions
- Provide opportunities for different teachers to get to know each other, work together, try new experiences, share teaching practices and explore innovative methods
- Promote agreement and consistency among the language sections
- Deepen the knowledge and appreciation of Europe's cultural and social history

## **14.3. 15.3 What are its main objectives?**

The European Hours is designed to:

- Develop a European identity, which is based on the students' own cultural identities
- Pursue intercultural character-building skills such as understanding, respect, and acceptance of oneself and of others.
- Create and nurture and intercultural context for valuing differences and finding

- common ground Deepen the idea of European identity Promote mutual appreciation cooperation among students Lay pathways to personal and social development
- Promote the students' capacity for initiative, independence, and solidarity.

## **14.4. 15.4 When do they take place?**

During two consecutive 45-minute periods each week (Wednesdays from 14:45 to 16:30) with a short break in between.

## **14.5. 15.5 Which students participate in it?**

Students may come from any of the language sections. They are grouped according to criteria suggested by the Inspectors and approved by:

- The Director's Office
- The Working Group
- The coordinators and teachers in their role as instructors for the European Schools.

The criteria for forming groups considers:

- A heterogeneous mixing of the language sections
- The teachers' language abilities
- A balanced number of girls and boys

## **14.6. 15.6 What languages do the European Hours teachers use for their classes?**

Teachers are encouraged to prioritize the vehicular languages of our school, as well as any other verbal or non-verbal communication.

## **14.7. 15.7. What kinds of activities are possible?**

Any activities that respect the main objectives and the spirit behind European Hours may be considered. Themes are chosen by the teachers under approval of the Administration. Each teacher plans their own activities and coordinates efforts with colleagues.

## **14.8. 15.8. How is the scheduling organized?**

The school year is divided into periods according to a plan created by the European Hours

coordinator and the Deputy Director. Groups change teacher for each period, allowing students to experience different activities, approaches, and teaching methods.

### **14.9. 15.9. Where are classes held?**

Classes are held at the school either in the homeroom class for the group's teacher or in other available classrooms.

### **14.10. 15.10 Is there an evaluation for students?**

Yes, halfway through the year and at the end of the year. Students are evaluated on their acquired skills based on the corresponding interdisciplinary skill sets in the Carnet Scolaire.

### **14.11. 15.11. Who can answer other questions about European Hours?**

Your child's classroom teacher can refer your questions to the European Hours coordinator, the director's office, or the academic secretaries.

# 15. 16. Choice of subjects

## 15.1. 16.1. Enrolment period for the school year 2020-2021

The enrolment period for the 2020-2021 school year will start in April / May 2020 and will be communicated in March 2020 on the School website.

It is not necessary to complete a new registration form if your children are already enrolled in our school. In case of category changing, contact the pedagogical secretariat.

## 15.2. 16.2. Choice of subject's in the Primary cycle

### Choice of the second language

At the European School, a child must take courses in a second language as from the year 1 in Primary in the form of one lesson a day. This second language will accompany the pupil through the schooling until the Baccalaureate. This language will be the teaching language for the courses of human sciences, history, geography and economy in the years 3, 4 and 5 of the Secondary School. A change in the choice of the second language is normally not allowed except on entry to year 6 of the Secondary School.

For further information, please refer to the General Rules of the European Schools.

The second languages (vehicular languages) taught are: **ENGLISH - FRENCH - GERMAN**

If the child is in the:

- **German section:** the available choices are English or French (except for SWALS)
- **English section:** the available choices are French or German (except for SWALS)
- **French section:** the available choices are English or German (except for SWALS)
- **Danish section:** the available choices are English, French or German
- **Greek section:** the available choices are English, French or German
- **Italian section:** the available choices are English, French or German
- **Czech section:** the available choices are English, French or German
- **Hungarian section:** the available choices are English, French or German

The children with Croatian, Slovak, Slovene and Romanian nationality are considered as students without language section (SWALS) and they are enrolled in the French, English or German section. The language of the section chosen is the pupil's second language.

The school organizes mother tongue courses for all SWALS pupils provided that a duly qualified teacher is available, or that the school can recruit one. These courses take place during the L2 time and are compulsory.

**Before taking a decision, please read carefully the following points:**

The General Rules do not foresee a change of the second language, whatever the reason.

Normally, no changes are envisaged in language choices. Should a change of a language at any age or level be requested, the decision lies with the Director and is subject to the following conditions:

- The existence of a duly justified written request from the parents/guardians
- An unanimous deliberation and judgement by the class council on the request.
- A clear proof established by the School of the pupil's ability to follow the requested course.
- The absence of administrative obstacles related to the change requested.
- The applicant will be notified of the decision and the reasons for it. Otherwise a language test can be requested by the School.

We recommend avoiding choosing a second language that would actually be the child's 3rd language (additional work, interference between the 3 languages, possible psychological effects).

The choice of the second language has a main impact on the child's education throughout the schooling and becomes the vehicular language of certain subjects in the secondary cycle.

**Choice of religion or non-denominational moral classes**

All the children of the European School are obliged to follow religion or nondenominational Moral classes organized by the school. In our school the possible options for religious instruction are:

- Catholic
- Protestant
- Orthodox

*(Other options could be available if pupil numbers suffice and according to the rules of groups as described by the General regulations of the European Schools.)*

These choices are not always available in all language sections. These options could be also be taught in the vehicular language of the pupils from the level P3.

A request to change from one religion or ethics class to another must be highly motivated and addressed to the Direction of the school by April 30<sup>th</sup> for the following school year.

No change will be accepted after this date.

For the P3-4-5 classes in the Czech and Hungarian sections, religion and moral courses are taught in the pupils' second language.



## 15.3. 16.3. Subject choices 1st, 2nd, 3rd year in secondary cycle

This is a very brief guide and should not be regarded as definitive. In case of any doubt, the school will always apply the General rules of the European Schools.

**All choices must be made by the end of January of the preceding school year. Please note the deadline on the choice form for your child's class. It can be different from year to year.**

### Year 1

There is one new choice: L3 (DE, EN, FR, ES, IT) 2 periods. The choice is made in Primary 5 for S1. L3 in S1 is a beginners' course. The third language must be continued to the end of year 5 and can be taken to the Baccalaureate level in case there is a sufficient number (5) of pupils who choose it. (NB!. This is often the last possibility to choose a course in English).

The following choices may be modified: religion/ethics, ONL, Irish (Irish nationals in the English Section only), ONL Maltese (Maltese nationals in the English section only).

ONL = Other National Language for categories I and II

### Year 2

Upon entry into S2, pupils will be able to choose a Latin option of 2 periods a week. If this option is chosen it shall be kept up to the end of the cycle that is until the end of S3. This option is not compulsory. For creating a course, a minimum of 7 pupils is required.

For those students, who will not choose Latin in S2, an ICT option of 2 periods will be available in S3. The ICT option is not compulsory either.

Your child may choose neither Latin nor ICT if so wished.

To drop Latin and choose ICT in S3 is **not possible**. It is **not possible** either to choose Latin and ICT at the same time in S3.

NB! As from S4, pupils who have chosen Latin in S2 and S3 will have a choice to continue with Latin as a 4-period option for the pre-orientation cycle, i.e. S4 and S5. Having studied the course in year 4 and 5 the pupils can sit the "Latinum Europaeum" exam at our school at the end of S5.

Opening of the Latin course in S4 depends on the number of pupils who will choose the course in S4.

Greek pupils in the Greek section can choose an extra course in Ancient Greek, which is guaranteed until the end of year 5.

The only courses that can be modified are religion/ethics and the complementary courses of Irish and Maltese.

### **Year 3**

- Latin as a 2-period option course chosen in S2 will continue in S3 and will be kept until the end of S3. It is possible to choose ICT as a 2-period option in S3 only in case your child has not chosen Latin in S2.

The continuity of the course in the older years above is guaranteed provided that enough pupils have chosen the course. This option is not compulsory.

- Drop Latin and choose ICT in S3 is not possible. It is not possible to choose Latin and ICT at the same time.

**NB!** All pupils will be able to choose ICT as an option in S4, irrespective of their choice of Latin.

- Music and Art are compulsory courses until the end of S3.

They may be chosen as options in year 4, or even year 6, without having been studied in year 3 provided the pupil can demonstrate enough knowledge of the topic.

The only courses that can be modified are religion/ethics and the complementary courses of Irish and Maltese.

The Religion/Ethics and Human Sciences courses are taught in L2.

## **15.4. 16.4. Subject choices 4th, 5th year in secondary cycle**

An information evening is organized for parents and a detailed information booklet is distributed. Mathematics can be chosen at the 4 or 6 period level. This choice may well affect later choices (math and sciences in the 6th year, university courses....).

With the agreement of the Director and the class council it is possible to drop from 6 to 4 period Mathematics before the end of the first semester of year 4 or at the end of the 4th year only. A passage from Math 4 to Math 6 is only possible in exceptional cases, subject to passing a level test.

The following optional courses can be chosen: Latin, Greek (beginners), Economics (in language 2), Language 4 (beginners, any official language of the European Union depending

on the availability of a teacher), Art, Music, and ICT. (These last three subjects if possible in LII). The courses of religion and moral are taught in L2.

For pupils of Irish or Maltese nationality, an ONL course in Irish or Maltese can replace the option of L 4.

**The optional subject courses, except ONL, are opened only if a sufficient number of pupils opt for them (normally 7) however they might not be guaranteed beyond year 5 in case the number of pupils is not sufficient to open the courses (5 pupils) in year 6.**

The total number of periods studied must lie between 31 and 35 (if Math 4 chosen) or 33 and 35 (if Math 6 chosen). In exceptional cases, more than 35 periods might be allowed by the Management.

**Apart from the change in Mathematics mentioned above or possibly a change of religion/ethics, a change of subjects is not allowed either during the 4th and 5th year, or between the two years.**

## **15.5. 16.5. Subject choices 6th, 7th year in secondary cycle**

At this stage, the choice becomes complicated and meetings are organized separately for pupils and parents. Moreover, S5 pupils receive a booklet through SMS with detailed information at the end of December. It is not possible to give a comprehensive description of the curriculum, but there are a few hints.

Subjects are grouped into categories: compulsory, optional, advanced and complementary.

The optional, advanced and complementary courses are created only when the sufficient number of pupils (i.e. 5) opt for them. Organisational constraints have to be taken into consideration as well.

Some subjects must have been started in S3 or S4 if they are to be taken at this stage. These are Latin, Greek, Economics and Language 4. Art, Music and ICT also require strong bases, acquired in school or outside.

It is clearly important to consider future University courses and careers in making the 6th year choice. Many member states send professional career advisors to the school in due time.

### **General points**

In order to succeed in the higher years of the secondary school, a high level in Language 2 (the “working language”) must be reached. As from year 1, it is used for every possible opportunity in Art, Music, ICT and Physical education. It is used as a language of tuition as from year 3 in Human Science and in Religion (year 3), from year 4 in Economics, History and Geography. If we cannot create an option which is normally taught in the mother tongue because of the lack of pupils (in years 6 and 7) or because of timetable constraints,

we shall try to offer pupils the possibility of having the subject in their working language.

### **Changes in subjects studied**

All requests for changes of subjects must be made to the Mr Belpaume (Curriculum Coordinator) **by end of May** of the preceding year.

A change in religion/ethics must always be requested by the end of the previous school year (**before April 30**).

Further information

A certain amount of information can be found on the central European Schools website <https://www.eursc.eu/en>

For specific questions, please contact:

**M. Belpaume** ((Curriculum coordinator)) [sebastien.belpaume@eursc.eu](mailto:sebastien.belpaume@eursc.eu)

# **16. 17. Higher education orientation**

## **16.1. Information on higher education and careers**

Advisers from various European Union countries visit the school and may be consulted by pupils and parents. Documentation on higher education is available to pupils in the school library.

Parents and pupils who are interested in further information or in arranging an interview are asked to contact the following teachers:

<b>BE (Fr)</b>	Mme Neuberg (coordination)
<b>DE</b>	M. Kennedy
<b>DA</b>	M. Dalgas
<b>EL</b>	M. Volakakis
<b>FR</b>	M. Castanet
<b>IR</b>	M. O'Coimin
<b>IT</b>	M. Ottaviano
<b>LU</b>	Mme Neuberg
<b>EN</b>	Mme Thomas

Orientation sessions and other activities (student fair, trades forum, etc.) are organized by the S5-S6-S7 orientation teachers during the school year.

## **17. 18. School trips primary**

School trips are an inherent part of the school program and are therefore compulsory. A child can be excused from a school trip only on medical grounds. The request must be made to the Head of School and justified by the delivery of a medical certificate. Parents bear the responsibility to subscribe to cancellation insurance.

The legal guardian of a sick child during a school trip must pay the medical costs incurred in the event of a notification of sickness.

### **17.1. 18.1. Countryside trips (Green classes)**

The pupils in 2nd and 3rd grade of primary school take part in Green classes organized by the school. These trips are currently being developed for the year 2020-2021. Parents will receive detailed information about these journeys in due time.

### **17.2. 18.2 Sea classes**

At the end of the school year 2020-2021, pupils in 4th grade of primary school spend one week on the Belgian Coast.

### **17.3. 18.3 Ski trips**

All pupils in 5th grade spend 8 days in skiing trips “snow classes”. In the past years, this trip was organized in Switzerland in December.

They will go by bus and the cost will be settled later.

The administration and management remain fully available to families who want more information on the progress of school trips.

### **17.4. 18.4 Social Funds**

The Social Fund is intended for families in great financial difficulty so that they can benefit from a discount on the most expensive school trips.

The Social Fund is currently suspended; more information on this possibility (conditions and applications) will be published during the school year.

## **18. 19. School trips secondary**

School trips are an inherent part of the school program and are therefore compulsory. A child can be excused from a school trip only on medical grounds. The request must be made to the Director of the School and justified by the delivery of a medical certificate.

Parents bear the responsibility for subscribing cancellation insurance.

In case a child becomes ill during a school trip, the legal guardian of the child has to pay the medical costs incurred during the school trip.

### **18.1. 19.1. S2 trip**

In second year, 2/3 days-trip in May.

### **18.2. 19.2. S5 trip**

In the fifth year, with the Biology class, 2 days-trip at the end of April/ beginning of May. This trip was initially planned in the fourth-year syllabus but has been postponed to the fifth year.

NB! No S5 trip for the 2019-2020 school year.

### **18.3. 19.3. S6 trip**

In sixth year, 1-week trip in end of April/ start of May.

## **18.4. 19.4. Outings and trips linked to a subject**

Many outings and several school trips linked to a subject (and lasting 1 school day maximum) are organized throughout the school year. For insurance purposes, any trip/outing, even when it happens outside lessons time, must be authorized by the Director of the school and the pupils' parents.

Teachers can exclude from a trip a pupil who represents a risk for the group.

Zero-alcohol policy

Is applicable during any school trip organised by the European School Luxembourg II. This means that the consumption or possession of alcohol is strictly forbidden during any school trip. Any breach of this rule will lead to severe sanctions.

The organizers of the trip will ask the students and their parents to sign a form regarding the alcohol policy confirming that they are aware of the rules and of the consequences in



case of violation of the zero -alcohol policy. If the signed form is not handed in prior to the trip, participation in the trip will be refused.

## **18.5. 19.5. Payment**

Invoices will be sent to the school trip coordinators. The invoices will be sent by post, and terms of payment will be indicated within. [\[S\(1\)\]](#)

The balance of the invoice must be paid before the school trip.

Needs to be checked with Admin. What kind of invoices will be sent to the trip coordinators? [\[S\(1\)\]](#)

## **18.6. 19.6. Social Funds: general conditions**

The Social Fund is intended for families in great financial difficulty so that they can benefit from a discount on the most expensive school trips.

The Social Fund is currently suspended; more information on this possibility (conditions and applications) will be published during the school year.

## **19. 20. Meals arrangements**

### **19.1. 20.1. Meal Times and Prices - Nursery Classes**

Mondays only, between 12:00 and 13:00.

Meals will be delivered to the classrooms. Service and supervision will be provided by the teachers. The fixed price for a hot meal or a hypoallergenic meal is: 5,35 .

The fixed price for a «Tartiniste» service is: 0.15 incl. taxes (seating and table set, napkin, cutlery, glass and water).

### **19.2. 20.2 Meal Times and Prices - Primary Classes**

Mondays and Wednesdays between 11:30 and 14:00.

Three meal services will be organized for the different classes. Meals are served in the canteen for Primary students located in the Administration Building. Supervision is provided by members of the school staff.

In the canteen there are four self-service areas designed to be accessible and appropriate for the age of the children.

The fixed price for a hot meal or a vegetarian or a hypoallergenic meal is: 5.90 incl. taxes.

The fixed price for a «Tartiniste» service is: 0,15 incl. taxes (seating, glass and water, cutlery, and napkin).

### **19.3. 20.3. Meal - Times and Prices – Secondary classes**

Monday to Friday: continuous service between 11:30 and 14:00.

Meals are served in the canteen for Secondary students located in the Administration Building. This is a self-service program that allows students to serve their own trays according to their tastes and preferences. Six menu options are available:

<b>SALAD BAR</b>	Salad Bar (large plate)	5,25 incl taxes
<b>PASTA Menu</b>	Pasta Dish served with sauce	5,80 incl taxes

<b>SOLO Menu</b>	Choice of Main Dish (includes hot vegetables with complementary sides)	6,15 incl taxes
<b>DUO Menu</b>	Salad Bar (medium plate) or Fruit Bar or Dairy product or Soup + Choice of Main Dish (includes hot vegetables with complementary sides)	6,50 incl taxes
<b>TRIO Menu</b>	Salad Bar (medium plate) or Soup + Choice of Main Dish (includes hot vegetables with complementary sides) + Fruit Bar or Dairy product	7,00 incl taxes
<b>QUATTRO Menu</b>	Salad Bar (medium plate) or Soup + Choice of Main Dish (includes hot vegetables with complementary sides) + Dairy product + Fruit Bar	7,25 incl taxes

The daily offerings include at least:

- 1 soup
- 3 dishes to choose from, including a vegetarian dish, a meat or fish dish, and a pasta dish
- 3 starchy vegetables and 3 warm vegetables
- 3 varieties of milk or cheese 1 Salad Bar offering at least 8 choices of mixed salads
- 1 Fruit Bar offering at least 6 choices of prepared fruits

High school students are not charged a «Tartiniste» service fee.

## **19.4. 20.4. Registration Nursery and Primary classes**

The company EUREST provides the catering service for the European School Luxembourg II and the Centre Polyvalant de l'Enfance V (CPE). A business and contractual agreement is then in force between the EUREST company and the parents.

A letter with a login and password will be sent to the families of new students, introducing them to the catering program and instructing them on how to sign up for its service.

For students who are already registered from the previous year, registrations will be renewed by automatic agreement on the basis of the fixed amount from the previous year.

Families will receive an e-mail confirmation from Eurest allowing them to review, and if necessary, change their catering program on the online booking platform:

<https://eel2.eurest.lu/>

The general terms and conditions for EUREST are available online:

<http://eel2-eurest.moneweb.lu/MentionsLegales.aspx>

Registration for the canteen service is required and necessary to complete the Nursery and Primary students' enrolment in the school.

## **Nursery**

Nursery students must be registered for canteen service for the Monday meal. Meals are delivered directly to the classrooms. Students who choose to bring their own packed lunch for the Monday meal must still be registered with the canteen service as «Tartinistes».

## **Primary**

Primary students must be registered for canteen service for the Monday and Wednesday meals. Students will eat in the canteen for Primary Students located in the Administration Building. Students who choose to bring their own packed lunch for the Monday and Wednesday meals must still pay a fee to be registered as «Tartinistes» in order to have access to the canteen during the school day. Please note that on the other days when meals are provided by a contract with the CPE, it is not possible for students to bring their own packed lunch or still be considered «Tartinistes».

For new students who enrolled starting in the 2019-2020 school year, failure to register with EUREST will result in, as is stated in the school enrolment packet, the transmission of parents' contact information directly to the contracted catering service. This is a necessary action allowing for the appropriate billing of catering costs, to the exclusion of any third party unless the law states otherwise.

Changing the meal plan during the school year: A change to the registered meal plan may be requested at the latest by the end of the preceding semester via the online platform. (<https://eel2.eurest.lu/>). Only one modification is permitted per school year.

**Dates of the first semester:** 3<sup>rd</sup> September – 31<sup>st</sup> January

**Dates of the second semester:** 1<sup>st</sup> February – 5<sup>th</sup> July

## **19.5. 20.5. Registration Secondary classes**

Registering with the catering service is not mandatory. For new students in the Secondary

School: On the first day of school teachers will hand out a payment key (with login and login password) along with a letter explaining the catering options and with instructions for how to charge the payment key.

This payment key will thereafter be rechargeable directly online: <http://eel2-eurest.moneweb.lu/>

For returning students, keys that were handed out in previous years will remain active and the remaining balances are retained.

Students will have access to the canteen for Secondary students located in the Administration Building. Hot meals or salads are available at the restaurant, and breakfasts, sandwiches or salads are available in the cafeteria. Secondary students who do not have afternoon classes are still welcome to eat at the school restaurants.

## **19.6. 20.6. Service for «Tartinistes»**

The canteens for Primary students (on Mondays and Wednesdays) and for Secondary students (everyday) will have areas, provided by EUREST, set up to accommodate «Tartinistes».

A «Tartiniste» is defined as a student who brings his own packed meal to eat in the school canteen. The food they bring in from outside may not be heated in the microwave ovens.

Registration is mandatory for Nursery and Primary students who wish to participate in the «Tartiniste» service on Mondays and Wednesdays (Mondays only, for the nursery cycle). As use of water, napkins, cups and cutlery will necessarily be provided, an amount of 0.15 incl. taxes per day will be charged by the catering service.

The formula "Tartiniste" exists only at school.

High school students are not charged for «Tartiniste» service.

## **19.7. 20.7. Hypoallergenic meals**

Hypoallergenic meals are available to all students from any of the three cycles. Hypoallergenic menus are served only by registering for them with EUREST.

## **19.8. 20.8. Billing**

### **Nursery and Primary Classes**

Billing for the meal plans is semi-annual.

Meals are paid in advance to the EUREST catering service. Parents will be billed upon

validation of registration (end of October for the first semester, beginning of March for the second semester) and payable upon receipt.

Prices will vary depending on the number of days students are scheduled to eat at school over the course of the semester (Days for school trips, field trips, outdoor excursions, seaside trips or ski trips are automatically deducted).

Payment may be made by direct debit or bank transfer. In the case of direct debit, a 1% discount will be applied.

Meals skipped due to absence for documented medical reasons will be reimbursed only after the 6th consecutive school day missed.

It is mandatory for all Primary and Nursery students who bring their own packed lunches on the long days to register for the «Tartinistes» service.

### **Secondary classes**

For the Secondary students, payment for meals, snacks, desserts, and drinks must be made using the electronic payment key. This key is rechargeable over the Internet or with cash.

The payment key is valid for the full school year. In case of loss, a replacement key can be provided by the catering service for a fee of 15 euros. Problems with the keys must be reported to EUREST.

Any balance left on the key at the end of the school year will be saved and may be used the following year.

For students who are graduating or leaving the school, the balance remaining on their key can be reimbursed by bank transfer. Please download the ["Refund Form"](#).

In case of a teacher's absence, students from S1-S2-S3 should go to the advisers' office, and depending on circumstances, may be granted permission to stay in the cafeteria.

### **Confidentiality of Family Information**

EUREST agrees to use the information provided on registration and renewal forms only for the stated purposes, to aid in billing and covering the catering costs for the European School Luxembourg II and the CPE V. EUREST guarantees that information will never be shared with a third party and will be destroyed at the end of the legally prescribed period.

## **19.9. 20.9. Contacts**

Catering Service Provider

EUREST - Service restauration de l'Ecole Européenne de Luxembourg II

Phone : +352-26.31.31.87

E-mail: [gerant.eel2@eurest.lu](mailto:gerant.eel2@eurest.lu)

***Maternal and Primary menus are available on the site:***

<https://www.energiq.net/en/school/european-school-luxembourg-ii-nursery-primary-school>

***Secondary menus are available on the site:***

<https://www.energiq.net/en/school/european-school-luxembourg-ii-secondary-school>

***Registration or connexion***

<http://eel2-eurest.moneweb.lu/>

## **Canteen Committee**

A canteen committee meets every 3 months to discuss questions relevant to food service at the European School Luxembourg II. All interested parties (teachers, students, parents, catering service members) are represented in the committee.

E-mail: [contact.eel2@eurest.lu](mailto:contact.eel2@eurest.lu)

Meeting minutes are available on the School website:

<http://www.eel2.eu/en/page/canteen-committee>

## **20. 21. School fees**

3 invoices concerning the school fees and the "Small school fees" are sent during the school year:

**The school fees (Minerval) + Bachelor registration fees + university application fees will be sent during the month of October, to be paid 1 month later.**

**The invoice for small school fees (insurance, photocopies, Intermath, locker, badge) will be sent in early January, to be paid 1 month later.**

**The deposit invoice for the school fees (Minerval) for the following school year will be sent in May, to be paid 1 month later.**

**No payment grouped by section will be accepted. These invoices are not supported by the class fund.**

For more details, see points 21, 22 and 23

### **20.1. 21.1. Payment of the school fee (Minerval)**

The school fees, as well as the terms of its payment, are fixed by the Board of Governors of the European schools. Parents of category III, as well as NSPA employees (category 2 and 3) who enrol a child, are requested to pay 25% of the school fee before August 15th and its balance within the time period set by the school. This 25% deposit cannot be reimbursed.

**The Board of Governors has set the school fees for non-entitled pupils (category III) in 2020/2021 as follows:**

#### **Pupils enrolled as from the school year 2013/2014:**

Nursery 3800.06

Primary School 5225.15

Secondary School 7125.19

For families with more children in the European school, the rates are reduced to 20 % for the second child and to 40 % for subsequent children.

#### **Pupils enrolled before the school year 2013/2014:**

- Secondary School 6056.41
- Minimum: 1615.03



For families with more children in the European school, the rates are reduced to 50 % for the second child and to the minimum for the others.

**The school fees for the children of N.S.P.A. employees for the school year 2020/2021 are:**

**Pupils enrolled as from the school year 2013/2014:**

- Nursery 7600.12
- Primary School 10450.30
- Secondary School 14250.38

For families with more children in the European school, the rates are reduced to 20 % for the second child and to 40 % for subsequent children.

**Pupils enrolled before the school year 2013/2014:**

- Secondary School 12112.82
- Minimum: 3230.05

For families with more children in the European school, the rates are reduced to 50 % for the second child and to the minimum for the others.

Please inform immediately in writing the school secretary of any change in family situation or parents' job.

## **20.2. 21.2. Terms of payment**

**Parents subject to school fee commit themselves to pay the fee as follows:**

**First enrolment of a child at the European School**

In addition to a deposit of 500 payable at the 1st registration and in application of the decisions of the Board of Governors of April 2005 and in order to validate the enrolment of a child, a deposit of 25% has to be paid before August 15th, 2020.

A deposit invoice will be sent in due time. This deposit will not be reimbursed.

**Parents of children already enrolled at the European School**

According to the decision of the Board of Governors of April 2005 and in order to secure the enrolment for the next school year, all parents of category III as well as NSPA employees (category 2 and 3) shall, from now on, pay a deposit of 25% by 30<sup>th</sup> June at the latest. This deposit will not be reimbursed (cf. General Rules of the European Schools ref. 2014-03-D-14-

en-8).

A deposit invoice will be sent to them during the month of May.

### **Common provisions for all parents**

Parents are expected to pay the outstanding 75% at the latest 30 days after the date of the invoice, which will be issued in October.

#### **Important notes:**

No pupil will be admitted in September if the deposit has not been paid within the given deadline.

Furthermore, if at the end of the school year the school fees remain due or have not been paid completely, the pupil concerned is considered by the School to be removed from the enrolment register and will not be admitted to the European School the following year. If necessary, the payment of the outstanding sum will be requested by judicial means.

## **20.3. 21.3. Fee reduction**

In accordance with the guidelines of the Board of Governors, discounts may be granted if the monthly net income of the family (family allowances included) does not exceed certain thresholds. The thresholds are periodically adjusted. To be valid, requests for discounts must be addressed to the Head of the European School before 30th November of the current year.

Supporting documents requested by the School to create a file for fee discount must be returned by 30th January at the latest. These documents will be handled in the strictest confidence.

## **20.4. 21.4. Registration fee for the Baccalaureate**

All 7th year pupils, whatever their category (I, II or III), must pay the registration fee for the Baccalaureate 2020/2021 (95.99 ) by March 31<sup>st</sup> of the year in question (see the Arrangements for implementing the regulations for the European Baccalaureate 2021, Ref.: 2015- 05-D-12-en-20). The amount due is included in the global bill issued in October for the current school year.

In certain cases, the pupils can register for extra Baccalaureate optional courses. The registration fees for this option for 2020/2021 is fixed at 35.96 and are added to the general Baccalaureate fees.

## **20.5. 21.5. Other fees**

All pupils whatever their category (I, II, or III) are expected to pay a few additional costs. The terms of payment are mentioned in the rest of the document.

The due amount concerning the school fees (Minerval), the registration fee for the Baccalaureate, the fee for university enrolment and extra Baccalaureate optional courses are already mentioned in the bill of October from the current school year.

The due amount concerning the fees of photocopies, Intermath books, social insurance, badge and locker are already mentioned in the bill of January from the current school year.

### **Civil liability in case of school accidents**

This extra insurance is seized when the "Association d'Assurance Accident (AAA) does not intervene. The amount of this insurance premium is 0.87 per pupil and per school year. This insurance is compulsory for all students and is invoiced to the parents each year regardless of the length of time the student attends the school.

### **Cost for photocopies**

In accordance with the decision of the Education Council, the school decided to centralize the invoicing of photocopies carried out by the teachers for educational use within the classroom. The aim is to avoid that teachers must collect the photocopying fees from each individual pupil.

The lump sum proposed is based on the real consumption during the current year. An evaluation will be carried out at the end of every school year to verify if the sum paid by the parents covered the photocopying costs.

After the first Educational Council of the school year, the fixed amount for the year will be communicated to the parents. The costs paid by the parents credited to a specific extra budgetary account. A report of the use of the extra-budgetary accounts is communicated annually to the members of the administrative board.

### **Intermath**

Set of books for Mathematics in primary school (20 )

### **Lockers in secondary school**

Each pupil in secondary school is supposed to have a locker. The rent of lockers is invoiced yearly for each pupil, for an amount of 7,50 non-refundable.

## **Badges for the secondary school**

Every year, each pupil of the secondary cycle will get a school identity badge mentioning the timetable and the authorization to leave the school during the day with a distinctive color. The cost of this badge will be charged every year to parents (2 ). (see my comment)

All requests for the renewal of the card (in case of loss or theft) will entail a cost of 5 per card.

## **File for university enrollment**

If the School has to manage the enrollments applications in higher education, the pupil will be invoiced an amount for each application, calculated according to the following rules:

1) Small applications: Enrollment applications in higher education need a special application dossier through application platforms. The average extra time spent processing these applications is around 2 periods per application, resulting in an additional cost of 130 .

2) Major applications: Applications for registration which require a minimum of 4 working periods, resulting in an additional cost of 260 .

# **21. 22. Furnitures, lockers and badges**

## **21.1. 22.1. Schoolbooks**

Each year, the school publishes a list of books that pupils must buy. The list is available on the school website as from the 20th June of the preceding school year.

Moreover, in some subjects, books published by the European Schools are compulsory and charged to the parents.

- **Intermath** for Math in the primary school (price: 20 for the set charged together with the school fees).
- For S3 pupils, worksheets called “**The Mediterranean World**”.
- **Eurobio** for Biology in the secondary school can be [downloaded here](#) under the responsibility of the parents.

Photocopies carried out by teachers for their lessons are directly charged to families in the form of an annual contribution.

## **21.2. 22.2 Diary**

Each pupil of classes S1-S7 must neatly keep a diary in which lessons and homework are noted.

## **21.3. 22.3. Calculators**

All pupils from years S1-S7 must possess a calculator.

Pupils from years S4-S7 must possess the calculator TI-Nspire CX CAS regardless of the math course they follow.

The exact model of the required calculator will be indicated in the book lists available on the school website. These models are updated during the school year according to the instructions of the Central Office. The rules in force are those published on the school website. For mathematics courses in the other years, any basic calculator is accepted.

## **21.4. 22.4. Physical Education and Swimming in the Primary and Secondary School**

The following items of clothing are required for sport in school:

**Gym or sports**

- Tights, shorts, or jogging pants (no jeans) + t-shirt
- Pair of clean sports shoes used exclusively for the course
- Rubber band for long hair

## Swimming

- Swimsuit and bathing cap are compulsory
- Only swimming tights are permitted
- For girls a one-piece bathing suit is preferred, but a sports bikini is permitted

## 21.5. 22.5. Lockers

The use of the locker is regulated by the internal rules (Living together / Chapter IV / article 4.3)

Every student is required to have a locker in the secondary school. This is the only place where personal belongings can be locked up. Please note that the school cannot be held responsible for loss or damage to students' property. A non-reimbursable service charge of 7.50 is payable for each student. Students are not allowed to share the same locker.

At the beginning of the school year, a locker number will be allocated to each student. Students must bring their own padlock with key and place it by the end of the 2nd week. If the key is lost, the caretaker will not be able to cut oversized padlocks.

The school management may check the contents of the lockers (in the presence of the owner), in the interests of hygiene and of security. The access hours to the lockers is authorized during the normal schedule of the day (8.00 am and at latest 16.45 pm).

necessary to make reference on our internal rules

The consequences in the event of doubtful findings or damage to equipment are not defined.

? Does this cover alcohol, drug and stolen property searches?

This information is not included in the French version of the document

## 21.6. 22.6. Badges

Every year, all students in the secondary cycle receive an identification badge on which the timetable and the various exit authorisations are indicated by a distinctive colour or letter. This badge must be shown at the request of any management or teaching staff member, including school security staff (guards).

All students must demonstrate their badges while entering and leaving school in order to assert their rights of passage. The school management has instructed the security guards to monitor the indicated authorizations. If inconsistencies occur, the student will be referred to the counsellor's office for further data clarification and validation.

As a reminder, the holding of a badge does not in itself constitute a right to use the site's accesses and exits or a right of circulation beyond the areas assigned to the secondary cycle.

The cost of this badge (2 ) will be charged to parents.

Any application for renewal of the card (for removal reasons, loss or theft) will incur a charge of 5 per card payable in cash upon submission of the application at the reception of the administrative building.

# **22. 14. Education policy for Language 2**

PRIMARY

Official referral documents:

[Curriculum - Langue Deux - Second Language - Zweite Sprache Revision of the Decisions of the Board of Governors concerning the organisation of studies and courses in the European Schools](#)

**The purpose of this page is to briefly explain the objectives and organisation of Language 2 teaching (German, English, French) within the Primary cycle of the European School of Luxembourg 2.**

**The specific programs of each Language 2 are available on the official website of the European Schools.**

## **22.1. 14.1 Classes organisation**

Students from P1 to P5 benefit from a daily Language 2 period, equivalent to 5 periods over the week.

The periods are 30 minutes/day for P1 and P2, and 45 minutes/day for P3, P4 and P5.

P2 to P5 begin Language 2 classes during the second week of the new school year while P1 begin during the first week of October.

## **22.2. 14.2. Pedagogical choice: Controlled heterogeneity**

P1 and P2 are heterogeneous groups. The goal is to optimize the teaching of Language 2 for all students, regardless of their school and preschool background and family context.

P3, P4 and P5 are also organized in a heterogeneous way with the following nuance: the majority of the pupils follow the "Mainstream" groups, however support groups can be organised, with reduced numbers if possible, for pupils presenting higher levels of difficulty. These groups are formed according to observation and assessment conducted by the teachers of Language 2. The parents of the students concerned are always informed.

At the end of the first semester and upon the recommendation of the teachers of Language 2, a change of group may be required for a student (for example: moving from the support



group to the Mainstream or vice versa).

Beginner students joining our school in P3, P4 or P5 will benefit from a system of remedial classes organized during school time.

This organization applies to all 3 languages 2.

## **22.3. 14.3 Numbers**

[The regulations of the European Schools](#) require the formation of groups of maximum 25 pupils.

As explained in point II, the numbers may be smaller due to the setup of support groups, if possible.

## **22.4. 14.4. Didactic principles**

The principles followed by the teachers are based on the recommendations of the programs specific to each language 2 as well as on the document 2012-08-D-13-en-2:

*« Language learning is part of a holistic process involving all the senses. Pupils should be enabled to use language in context through project-based enquiry.*

*Planning for teaching and learning in Language II must take into account the prior skills, knowledge and requirements of the learners. Teachers must also be cognisant of research and development in terms of language acquisition, as outlined in the "Common European Framework of Reference for Languages: learning, teaching and assessment". The Joint Language II Curriculum is based on a dynamic concept of continuous competence building.*

*The L II curriculum is based on a dynamic model of teaching and learning. The teacher should create a motivational, stimulating learning background through an activity-based and thought-provoking learning environment, including the modelling and scaffolding of new learning and careful monitoring of the progress each pupil is making. The learner must be an active participant, aware of his/her learning processes and adopt an active role in this process. »*

## **22.5. 14.5. Selected methods and manuals**

The choice of methods and manual is the responsibility of the teacher. However, a harmonization is sought within each Language 2. As of this 2019/2020 school year, the textbooks used are harmonized within each Language 2.

## **22.6. 14.6. Level reached in the primary cycle**

*« The learning objectives are benchmarked against the reference levels of the Council of Europe's Common European Framework of Reference for Languages (CEFRL).*

*The first three levels of achievement are relevant for L II education at primary level :*

- *A 1 Breakthrough*
- *A 2 Waystage*
- *B 1 Threshold*

*Students with no command of the second language when entering schooling in Primary Class 1 should reach level A2 by the end of primary education. Students with an advanced level of language competence could reach level B1, at least in some of the competence areas. »*

[Document Curriculum - Langue Deux - Second Language - Zweite Sprache.](#)

## **22.7. 14.7. Evaluation and homework**

### **1. Evaluation**

The evaluation is done through the school reports in February and July.

### **2. Homework**

It is the responsibility of each teacher to organize work at home. The chosen device will be explained to parents at the beginning of the school year meeting.

## **22.8. 14.8. Parent / teacher communication**

Parents of students are invited to an information meeting at the beginning of the school year with their child's Language 2 teacher.

At any time, and throughout the year, teachers can ask parents for a meeting about their child. The same is true for parents of pupils with regard to the teacher of their child.

In order to facilitate communication between all parents and the teacher, a reference parent may be elected / appointed by the parents of the class.

It is the responsibility of the teacher to organize communication with the parents of pupils. Regular and organized communication is however recommended.

Activities in Language 2 class or any outings organized by teachers may have a financial cost. For this purpose, a financial contribution of maximum 10 may be requested to parents of the class. This "class fund" will have to be managed by the students' parents themselves, for example via the parent of a referent pupil. The teacher will have to explain the use of the expenses.

## SECONDARY SCHOOL

<https://www.eursc.eu/Syllabuses/2015-01-D-33-en-5.pdf>

### **Syllabus for all LII Languages (Secondary cycle) Main course1**

The language teaching in the primary gives way to the CLIL approach in the secondary as prevalent. In the secondary cycle, students start to learn an increasing number of subjects through a language different from their Language 1. Learning actual subject content in a foreign language (or languages) usually enhances the learning of the language itself

As from secondary year 3 Language 2 (English, French, German) becomes the language of tuition of Human Science, religion and non-confessional ethics. From secondary year 4 onwards, History, Geography and Economics courses as well as religion and non-confessional ethics courses must be taught in Language 2 and may not be taught in Language 1.

In the case of Music, Art, ICT and Physical Education, education is provided through a language the pupil has on its timetable/ the student knows.

## **22.9. SECONDARY SCHOOL**

<https://www.eursc.eu/Syllabuses/2015-01-D-33-en-5.pdf>

### **Syllabus for all LII Languages (Secondary cycle) Main course1**

The language teaching in the primary gives way to the CLIL approach in the secondary as prevalent. In the secondary cycle, students start to learn an increasing number of subjects through a language different from their Language 1. Learning actual subject content in a foreign language (or languages) usually enhances the learning of the language itself

As from secondary year 3 Language 2 (English, French, German) becomes the language of tuition of Human Science, religion and non-confessional ethics. From secondary year 4 onwards, History, Geography and Economics courses as well as religion and non-confessional ethics courses must be taught in Language 2 and may not be taught in Language 1.

In the case of Music, Art, ICT and Physical Education, education is provided through a language the pupil has on its timetable/ the student knows.

ns son emploi du temps/ qu'il connaît.

# **23. 25. School insurances**

## **23.1. 25.1 Insurance in case of a school accident**

### **Definition of a school accident**

A school accident is characterized by the sudden appearance of a physical injury due to an external cause.

School accidents shouldn't be confused with previous injuries or illnesses.

### **Insurance in case of school accident**

In the event of a school accident, any student attending a school in Luxembourg is covered by the Association Assurances Accidents (AAA).

This insurance covers accidents that occur during:

- lessons, sports lessons, swimming lessons, break and canteen periods;
- extracurricular activities organized by the school and by the Parents' Association;
- visits, outings, excursions and school trips;
- on the direct way: home - school – home.

The insurance doesn't cover activities with motor vehicles.

### **Mandatory school accident report**

In the event of a school accident, parents must contact the nursery of the concerned cycle within 3 working days following the accident.

They must provide all the information related to the accident in order for the school to draw up a school accident report.

In the absence of this accident report, invoices and medical expenses related to the accident will not be reimbursed by AAA.

### **Accident during a school trip**

During a school trip, each student must be in possession of his European Health Insurance Card or its equivalent. In the event of an accident, it is essential to present this card to the hospital, emergency, doctor, etc.

The AAA reimburses according to the rates of the host country and doesn't guarantee 100 % reimbursement.

The school has a complementary insurance which can be taken out on a case-by-case basis.

### **Repatriation**

In the event of an accident requiring repatriation, everything is decided on a case-by-case basis.

The local hospital contacts the hospital in Luxembourg to see how the child will be repatriated (helicopter, ambulance, taxi, ...) according to the degree of seriousness of the injuries.

The insurance only reimburses if the local doctor issues a repatriation order.

Afterwards, there is a medical check-up which defines how much the insurance will pay, but there is always a part to be paid by the parents.

## **23.2. 25.2 Insurance in case of material damages or deteriorations**

1) Material damages or deteriorations caused by students must be supported by their parents. Parents will be notified and will receive an invoice to repair/replace the equipment.

2) Material damage resulting from an involuntary school accident with injury will be covered by the insurance on a case-by-case basis.

## **23.3. 25.3 Insurance in case of theft or loss of objects**

The insurance and the school decline any responsibility in case of theft or loss of objects.

We remind our students and their parents that it is not recommended to bring valuables and leave money lying around.

## **24. 23. Change of family situation**

### **24.1. 23.1 Change of family situation**

Any change of address, e-mail, employer, private or professional telephone number, must be reported in writing as soon as possible to the secretariat of the concerned cycle and to the School Administration at the following e-mail address : [ana.neves@eursc.eu](mailto:ana.neves@eursc.eu)

Any change of family situation (divorce, custody, etc...) must be justified by legal documents and changes of residence must be justified with a Certificate of Extended Residence / Household Composition from the Commune.

# **25. 24. Medical and Psychology service**

## **25.1. 24.1 School's medical service**

The school has a medical service.

The main activity of this service consists of a monitoring:

- of the medical check-ups and
- of the pupils' medical records.

The opening hours of the school's medical service correspond to the class hours of the school cycle concerned.

The school's medical service does not conduct medical consultations. If the pupil's state of health so requires, these consultations must be carried out by the pupil's attending physician. Parents are asked not to send sick pupils to school. Any pupils who show up ill at school should be picked up by their parents/guardian as soon as possible.

No medication will be administered without a medical prescription issued by the pupil's attending physician and made available to the medical service or as part of an individualised support plan (P.A.I.) provided to the school through the Ministry of Health.

The school's equipment and medical supplies (wheelchairs, crutches, bandages, cold packs, etc.) are intended for internal use only. For example, if your child needs a wheelchair for school use, even for a limited period, please consult your child's attending physician.

The School, the CPE and all other childcare facilities are different entities that do not share medical information and/or medicines.

### **A) Medical check-up and record**

The frequency of medical check-ups for each cycle is as follows:

- Pupils in the nursery and primary cycles attend a medical check-up every two years.
- Secondary students go to the medical examination in S2, S4 and S6.

As far as medical records are concerned:

- The medical service does not accept the original of the vaccination card and declines all responsibility in case of loss.
- No copy of the vaccination card will be issued by the medical service.
- When a pupil/student leaves school, parents are asked to collect the medical school record from the medical service.

### **B) Care and support**

The school's medical service will handle:

- accidents at school;
- illnesses that have occurred in school;
- medical processing as part of an individualised support plan (P.A.I.);
- occasional medical treatments under the condition that a medical prescription is available.

The school's medical service will not handle:

- the acceptance and administration of any medical treatments without the provision of a medical prescription;
- medical processing of medical issues that have occurred or appeared outside the school environment (e.g. at home, during the weekend, etc.);
- any administrative or medical follow-up such as checking the student's state of health (especially for symptoms that have occurred at home), writing excuses for sports or extracurricular activities, etc.

It should be noted that the school's medical service ensures emergency "care", but no medical follow-up. When a pupil's state of health indicates that it is not in the pupil's interest to remain in school, the pupil must be taken over from school as soon as possible by the parent/guardian.

Finally, it should be made clear that nursery and primary pupils cannot have medication in their schoolbags.

## **25.2. 24.2 Accidents**

If an accident occurs at school, the school reserves the right to request assistance from the emergency and response services. In this case, the care and transport of the pupils to the on-call hospital unit is entrusted and provided through ambulance attendants.

Parents/guardians are notified by phone:

- of the accident;
- of the handling (care provided);
- any possible follow-up on their behalf (concerning health status or accident declarations);
- the location to which their child has been transferred (as a result of an ambulance intervention).

In the event of a school accident or an accident on the way "home-school-home, parents must imperatively contact the nurse of the cycle concerned within 3 working days following the accident.

They must provide all the information related to the accident so that the School can draw a School Accident Report.

Failure to declare an accident will result in invoices and medical expenses related to the accident not being reimbursed by the Accident Insurance Association (AAA).



## **25.3. 24.3 Notifiable (contagious) diseases**

The medical service is not conducting any medical diagnosis. This must be done externally to the school.

If a child contracts a reportable or contagious disease, parents must immediately notify the school and respect the rules of school eviction as indicated in the medical certificate.

No information about the infected pupil or the circumstances of the infection will be communicated outside the school's medical service and the administrative staff directly concerned.

The school will only communicate internally upon request or recommendation from the Ministry of Health in the interest of the school population.

## **25.4. 24.4 Children with special health needs**

Pupils for whom special care or protection is to be foreseen for their health, an individualised support plan (P.A.I.), must be provided at the beginning of the school year or when a statement requiring such protection is issued.

This is mandatory, and no exceptions can be made. In the absence of an individualised support plan (P.A.I.), the school considers that the pupils do not require any treatment. For more information about the different procedures and modalities, please contact your child's attending physician or refer to the information:

<https://guichet.public.lu/fr/citoyens/famille/parents/assistance-enfance/projet-accueil-individualise.html>

It should be mentioned that the school, as part of the implementation of each individualised support plan (P.A.I.), will organize a consultation meeting with the people concerned and directly interacting with the pupil.

As part of an individualised support plan (I.A.P.), individual and prescribed medications for the pupil in question will only be administered if a complete medical kit is provided to the medical service along with the emergency protocol.

### **1. Canteen**

Any pupil with a food allergy and/or intolerance can benefit from a hypoallergenic meal or be a "spreader".

In case of food allergy and/or intolerance, parents are responsible:

- of the registration and
- of the request for hypoallergenic meals or spreadable meals from the canteen company. Meals with exclusion of restrictive foods are not an option.

For pupils who for health reasons need special supervision at mealtimes:

- the school does not offer one-to-one or specific supervision
- pupils who cannot take meals in the canteen must be escorted and supervised during the meal by their parents/guardians.

## **25.5. 24.5 Social and Psychological Service**

The school has a psychological service.

The intervention of this service consists mainly of:

- to provide support for pupils' educational, emotional and behavioural difficulties;
- to participate in procedures for specific school needs;
- to support the pedagogical staff by informing them of the specific needs of pupils.

School psychologists do not carry out psycho-pedagogical and/or diagnostic assessments. These assessments must be carried out externally to the school.

The school has links with various social and psychological services. Parents whose children have learning or behavioural problems are asked to approach the educational advisors or head teacher for the secondary cycle and the classroom teachers for the primary cycle in the first instance.

### **Care Team**

In order to increase the efficiency of the exchange between the medical and psychological services, a Care Team has been created.

This unit promotes communication and cooperation between services (School Doctor, Nurses, School Psychologist). To this end, regular meetings between the members of the unit are organised throughout the school year.

## **25.6. 24.6 Well-being of pupils**

The ethos of the European School Luxembourg II is founded on a basis of mutual respect between all members of the school community to encourage the self-respect of the pupils and preserve their right to emotional and physical privacy. The school is a place of learning and socialization, where the notion of 'living together', the wellbeing, as well as the success of everyone should be emphasised. Therefore, it is a priority to establish a school culture of acceptance, tolerance and respect, where all members of the school community (pupils, parents, teachers, management, nurses, duty teams) must be involved. In all cycles of the European School (nursery, primary and secondary) teachers play a crucial role in creating an atmosphere of support and empathy both inside and beyond the classroom with the setting-up of various projects, workshops, common projects (KiVa-project) and class-independent actions. For the students of the secondary school, those actions / workshops focus on drug prevention and sexual education. They are realized together with local experts (police, Planning Familial, etc.).

Establishing a positive climate at school is implemented by organizing staff meetings, class and parent meetings and providing newsletters to families. Reinforcing positive social interactions and inclusiveness is part of this culture. School staff keeps parents regularly informed, make them feel welcome, and treat them as partners. Thus, we need parents' active collaboration with all stakeholders in the education of their children. Parents need to contribute to encourage a peaceful and serenity atmosphere within the class and the entire school. It is necessary that they fully engage with the school and respect class rules and that they, too, set good examples to their children. They are required to be respectful, supportive, positive and collaborative. Further parents can contribute to a positive school climate through the parent association (APEEEL2), volunteering, and school improvement events. On this basis alone we will be able to achieve common goals like creating a safe and secure learning environment and developing an atmosphere of cooperation, self-confidence and the well-being of the school community.

Any information that raises concerns about the welfare and protection of any pupil is transmitted to the appropriate school staff and any allegation is treated as a matter of utmost seriousness. Personal freedom and the right to human dignity are fundamental human rights. In any conflict the rights and protection of the child are paramount. It is understood and respected that sensitivity and understanding in dealing with a child protection case is of extraordinary importance. According to the Child Protection document of the European Schools the role of the school is to provide an appropriate education for all pupils.

It is our aim that a culture of openness exists throughout the school, where all members of the community feel allow to express their concerns and anxieties without fear of retaliation or humiliation and have confidence that they will receive a serious, sensitive and professional response from the members of the social and psychological service.

# 26. Partnership

## 26.1. APEEEL2 : Association des parents



**The Parents' Association of the European School Luxembourg II (APEEEL2) is happy to welcome you as a new family into our School community**

APEEEL2 is a non-profit organisation, registered under the Luxembourgish law. All the parents of the Luxembourg II European School are represented by APEEEL2 which is the only organisation officially recognised by the statutes of the European Schools.

**You can help us by actively participating in the organisation of our activities, events and projects.**

We are directly involved in the decision-making process relating to all aspects of School life and can serve you by passing on your ideas and suggestions, relaying your questions, and drawing attention to specific issues.

We manage all **Periscolaire** activities for pupils in the 3 pedagogical cycles. We also look after the **bus transport** to our School with the Bertrange/Mamer communal buses and the MDDI lines no 92 to 98. For buses no 70 to 86 and other shuttle buses, please visit ATSEEE's website <https://atsee.eu>.

For any request concerning the **CPE**, please contact them directly.

**FOR ALL INFO: please visit our website [www.apeeel2.lu](http://www.apeeel2.lu)**

### **PERISCOLAIRE REGISTRATIONS:**

- APEEEL2 membership is **mandatory** prior to any registration.
- **Your membership must be paid for at the latest by 1<sup>st</sup> September 2019.** Please note that, due to administrative constraints, we will not validate any membership for 2 working days in advance and on the day of the opening of the Periscolaire reservations.

We strongly recommend that you arrange a **Standing Order directly with your bank**, as this will ensure your account will be validated prior to the opening of online reservations, currently scheduled around mid-September.

- **FOR MORE INFO:** <http://www.apeeel2.lu/apeeel2-membership-2019-2020/>

**TO CONTACT US:** e-mail: [office@apeeel2.lu](mailto:office@apeeel2.lu) tel: +352 273 224

Our Secretariat will be closed for the summer holidays from 13 July until 26 August 2019.

Welcome to our Association !

**Voluntary work Welcoming COMMITMENT Solidarité Share Act  
Communication Mediation Improvement Cooperation Suggestions Be involved  
Events Lien Entre-aide IDEAS Important Soutien Helpful**

## 26.2. ACTIONS WITHOUT BORDERS



**ACTIONS SANS FRONTIÈRES - AKTION OHNE GRENZEN**

[www.euroschool.lu/asf](http://www.euroschool.lu/asf)

Actions Without Borders of European Schools “ASF” is a multicultural organisation including students, parents, teachers, and staff from the European Schools of Luxembourg who wish to support concrete projects in favour of developing countries.

### **The main objectives are the following:**

- raising awareness of the students to the problems faced by the developing countries, stimulate their sense of sharing and solidarity and give them the opportunity to get involved in development aid. For example, during the school year 2012-2013, the students invented the new name of the association (before it was “Third World Committee”), designed a new logo and created stickers and bracelets intended for sale.
- raising funds to support various projects in developing countries. All of the funds raised go to the project. The organisation has never subsidised any travel of the committee members. The projects are practical and clearly identifiable in time and space.

In 2018-2019, the group supported projects proposed by pupils, parents or staff of our schools.

A total amount of 56 944 was distributed over various projects in Burundi, The Congo,

Togo, Senegal, Kenya, Mozambique, Nigeria, Yemen, Nepal, Gambia, Bosnia and Herzegovina, Colombia, India and Indonesia. In July 2019, ten pupils and two teachers from our schools went to Nepal to help rebuild a school destroyed in the 2015 earthquake. We granted 6 500 for the building project.

We also supported the “Study Solidarity Olympics” for a project in The Democratic Republic of Congo. In order to finance the projects and raise awareness in the school community, ASF organised the Christmas Market, the Sports Day in the Primary and Maternelle Schools, a Sports morning in S2 and S3, two discos in the Secondary schools, many cake sales during theatre performances and school concerts, information and cultural discovery stands during the School Fetes in May.

The projects presented to us for funding this year will be evaluated in June. However, we fear our funds for 2019-2020 will be less since events in the schools from March to June were cancelled.

We hope the next school year will bring more favourable conditions so that ASF can carry on raising collective awareness and organising fund-raising events. We invite you to join us in September 2020.

All the members of our school community are welcome to participate in our association; membership is free. Meetings take place every 2 weeks alternating in Lux 1 or Lux 2 (Administrative Building)

**For any information, please contact:**

Mónica Dominguez, Lux I: [monica.dominguez-perez@teacher.eursec.eu](mailto:monica.dominguez-perez@teacher.eursec.eu)

Claudia Crämer, Lux I: [claudia.craemer@gmx.de](mailto:claudia.craemer@gmx.de)

Corinne Cougnon Lux II: [corinne.cougnon@education.lu](mailto:corinne.cougnon@education.lu)

## **26.3. Fairtrade**



Starting on February 13, 2015, thanks to the support of our Direction, our teachers and parents, but especially thanks to the enthusiasm and involvement of our pupils, we became a certified Fairtrade School.

## Our History

During the 2012-2013 academic year, we began working with the S3 Italian class on the Fairtrade project and to the fair trade. We started to collect information and for the first Christmas market in the new school of Mamer we have drawn and printed on our t-shirts a phrase "Not for us but for them": today it became our logo!

## Today

The Fairtrade Committee aims to inform and educate the students of the School on the different aspects of Fair Trade. Our team is currently trained by 18 people and many volunteers who are active during the various events. STEP BY STEP we started beautiful traditions in our school:

- Christmas Market: Awareness of CACAO production with Fairtrade chocolate and fruit fountain.
- Valentine's Day: Awareness of Kenya's Roses-producing cooperatives and Roses sale, only at the secondary level.
- Mothers' Day: Awareness of Kenya's Roses Producing Co-operatives and Roses Sale, for the maternal and primary cycles.
- School Celebration: awareness of the manufacture of footballs; Quizzes, balloons and Fairtrade cotton. Pancakes and Fairtrade Fruit Salads.
- Preparation of a panel to raise students' awareness of the concept of "Fairtrade school", prepared entirely by secondary school students.
- Fairtrade graduation to all students who actively participated in the various activities throughout the year.

Thanks to all the actions carried out throughout the school year 2018-2019, The Fairtrade Committee could support the construction of a new classroom which will be able to welcome 35 additional pupils to the Nursery of Mitantana (Madagascar)

The committee is strongly supported by students, parents and primary and secondary teachers.

Thanks to the collaboration, availability and generosity of the school as a whole, our journey and our steps are moving forward ...

**For more information, please contact the representative's persons for the Fairtrade Committee:** Elisabetta Di Salvatore: [elisabetta.di-salvatore@teacher.eurisc.eu](mailto:elisabetta.di-salvatore@teacher.eurisc.eu)

Christiane Tonelli: [christiane.tonelli@teacher.eurisc.eu](mailto:christiane.tonelli@teacher.eurisc.eu)

Monique Hardy: [monique.hardy@teacher.eurisc.eu](mailto:monique.hardy@teacher.eurisc.eu)

The Members of the Fairtrade Committee 2019-2020 are:

**President:** Elisabetta Di Salvatore,

**Treasurer:** Monique Hardy,

**Teachers:** Christiane Tonelli, Mirela Zirdum, Martine Thoma ,

**Parents :** Felicia Gruber, Marta Nicotra, Chiara Romano

**Pupils:** Adrien Rault, Hugo Grasa, Soraya Bahlawane, Nina Steinhagen, Elisa Gruber, Gaia Vetere, Milena Avenoso, Jasmine Bahlawane, Carola Caporali, Marialaura Malgarini, Daniel Goury, Devi Pathak, Eva-Cosette Ezenwata, Michal Gajda, Massimo Paganotti, Stefan Bortnowschi, Uma Sumby, Helene Remacle, Melina Aspridis