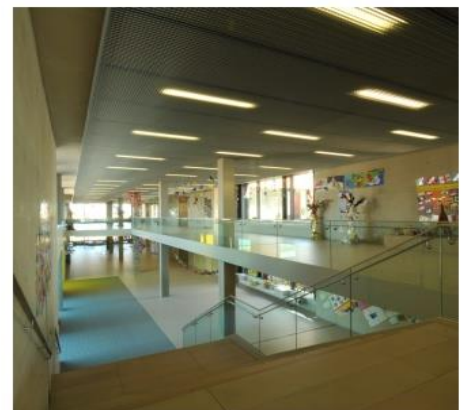


# 2024 - 2025

## MEMORANDUM FOR PARENTS





## Colophon

*This publication for the European School Luxembourg II is for the 2024–2025 school year. Every effort has been made to ensure the accuracy of the information contained herein; however, it is possible that errors may exist, and no rights can be derived from the contents. Should you find any inaccuracies, please contact us. Please note that this document is regularly updated, and we encourage you to check back periodically for the most up-to-date information.*

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## NOTE FROM THE SCHOOL'S DIRECTOR

Dear parents, dear pupils,

A school is a lively organisation and a community on itself. For that reason, we have to organise our school in the best possible way, and it is normal to have up to date information about the school and the school life. We have rules in order to know what we respect and can expect. We do a lot in school which is not always clear and visible for you. Sometimes parents or pupils are asking themselves where they can find some information of the school before contacting the school by telephone or mail. With this new Memorandum we hope to provide you with all the necessary information you need as a parent or pupil. As director of the school, I wish you all a good and beautiful school year,

Chers parents, chers élèves,

Une école est une organisation vivante et une communauté en soi. Pour cette raison, nous devons organiser notre école de la meilleure façon possible et il est normal d'avoir des informations à jour sur l'école et l'école en direct. Nous avons des règles pour savoir ce que nous respectons et ce à quoi nous pouvons nous attendre. Nous faisons beaucoup de choses à l'école, ce qui n'est pas toujours clair et visible pour vous. Parfois, les parents ou les élèves se demandent où ils peuvent trouver des informations sur l'école avant de contacter l'école par téléphone ou par courrier. Avec ce nouveau mémorandum, nous espérons vous fournir toutes les informations nécessaires dont vous avez besoin en tant que parent ou élève. En tant que directeur de l'école, je vous souhaite à tous une bonne et belle année scolaire,

Liebe Eltern, liebe Schülerinnen und Schüler,

Eine Schule ist eine lebendige Organisation und eine Gemeinschaft für sich. Aus diesem Grund müssen wir unsere Schule bestmöglich organisieren und es ist normal, aktuelle Informationen über die Schule und das Schulleben zu haben. Wir haben Regeln, um zu wissen, was wir respektieren und was wir erwarten können. Wir machen viel in der Schule, was für Sie nicht immer klar und sichtbar ist. Manchmal fragen sich Eltern oder Schüler, wo sie Informationen über die Schule finden können, bevor sie sich telefonisch oder per Mail an die Schule wenden. Mit diesem neuen Memorandum hoffen wir, Ihnen alle notwendigen Informationen zur Verfügung zu stellen, die Sie als Eltern oder Schüler benötigen. Als Direktor der Schule wünsche ich Ihnen allen ein gutes und schönes Schuljahr,

Maurice van Daal

*Director*



## CALENDAR

The school year comprises 180 days. You can access the school calendar on the school's website at <https://www.eel2.eu/fr/page/calendriers>.

For secondary pupils, classes conclude before the oral Baccalaureate exams (the date to be confirmed in autumn). Please note that, in accordance with the Regulations for the European Schools, no absences are permitted on the day immediately preceding or following school holidays. Such absences will be considered unjustified.

# SCHOOL ACCESS

## Nursery

The school opens its doors at 8:15 am. Pupils enter through the gate of the nursery playground, where they are supervised from 08:15 am to 08:35 am. They are later picked up by their respective teachers.

## Primary

The school doors open at 8:15 am. From 8:15 am to 8:35 am, students gather in the courtyard of the Primary Building, weather permitting. In inclement weather, students proceed directly to their classrooms. Classes begin at 8:40 am. From 8:35 am, pupils line up with their class teachers in the courtyard. Parents are not allowed in the building or courtyard. During the first part of September, parents of P1 pupils may request an entry badge from the school's secretariat to accompany their children to the meeting point. Supervisors, identifiable by their bright yellow or orange vests, assist children with their needs.

## Secondary

The school doors open at 8:15 am. From 8:15 am to 8:35 am, students gather in the courtyard of the Primary Building, weather permitting. In inclement weather, students proceed directly to their classrooms. Classes begin at 8:40 am. From 8:35 am, pupils line up with their class teachers in the courtyard. Parents are not allowed in the building or courtyard. During the first part of September, parents of P1 pupils may request an entry badge from the school's secretariat to accompany their children to the meeting point. Supervisors, identifiable by their bright yellow or orange vests, assist children with their needs.

## Morning Supervision of Bus Platforms

For pupils arriving by bus, supervision is available at the bus platforms from 8:15 am to 8:40 am (or until the last morning bus arrives). Nursery and primary pupils receive supervision and assistance to the school building from school staff and/or ATSEEE security guards. Additionally, supervision is provided by the school for both nursery and primary pupils within the building and in the school yard.

## Late Arrival

### Nursery and Primary

Parents should bring their late Nursery and Primary pupils to the main entrance of their respective buildings. Repeated late arrivals will be addressed by the school's direction.

### Secondary

Details are available in the secondary internal rules: *Living Together*.

## Pupil Dismissal Protocol

### Nursery

Dismissal on Mondays is between 4:15 pm and 4:30 pm. On other days, it is between 12:45 pm and 1:00 pm. Children attending CPE or other day-care centres are collected by respective staff. Dismissal is at the main doors, open until 4:45 pm on Mondays and until 1:15 pm on other days. A security guard monitors the doors. Parents should follow the guard's or staff's instructions. Surveillance is not guaranteed after 4:40 pm on Mondays and after 1:10 pm on other days. Early dismissal requires prior notification to the teacher and school secretariat. Parents or legal representatives collect their child directly from the classroom. Notify the nursery secretariat before 12:00 pm if someone else will collect your child or if they will use public transport. Parents anticipating delays in collecting their children should inform the school secretary and the classroom teacher by telephone. Consistent late collection will be addressed by the school's direction.

### Primary

Dismissal is at the main doors, open until 4:40 pm on Mondays and Wednesdays, and until 1:10 pm on other days. A security guard monitors the doors. Surveillance is not guaranteed after 4:40 pm on Mondays and Wednesdays, and after 1:10 pm on other days. Early dismissal requires prior notification to the teacher and school secretary. Parents or legal representatives collect their child from the entrance hall near the guardhouse. If your child needs to go home with someone else or use public transport, contact the primary secretariat before 12:00 pm to inform the teacher. Parents anticipating delays in collecting their children should inform the school secretary and the classroom teacher by telephone. Consistent late collection will be addressed by the school's direction.

## Secondary

Pupils may leave independently from 4:30 pm onwards. Surveillance is not guaranteed after 4:45 pm. Pupils must leave according to their schedule unless participating in extracurricular activities. Further details are in the secondary internal rules.

### Releasing Pupils Without Parent or Guardian

In accordance with the school's policy to promote the use of public transportation and foster pedestrian and bicycle-friendly zones, the school will offer supervision at the bus platforms during dismissal and for up to 15 minutes after the end of classes (or until the last afternoon school bus has departed).

Nursery and Primary students will receive supervision as they transition from their classrooms or designated interior meeting points to the bus platforms. They will be accompanied by staff members. Please note that this service is available only to families who have previously completed the form for unaccompanied dismissal. This authorisation will be submitted to the teachers at the beginning of the school year. You can find the form on our homepage under "Useful Documents" at <http://www.eel2.eu/en/page/useful-documents>.

Important Note: If you intend to collect your child instead of using public transport, kindly contact the nursery or primary secretariat before 12:00 pm to inform the teacher. The school cannot be held responsible if unforeseen circumstances prevent you from collecting your child and it becomes too late to utilise public transportation.

## Visitor Protocol

### Reception of Visitors

Access to school premises is restricted. Parents with meetings must show identification to the concierge or security guard.

- Nursery and Primary Visitors: Register with the security guard at the building entrance.
- Secondary and Administration Visitors: Register with the guard at the Administration building entrance.

Parents or legal representatives may access the school premises only if they have a scheduled meeting or invitation for any cycle. Visitors must sign the logbook, present identification, and wear a visitor's badge during their visit. Security personnel may inspect bags.



## Visits by Guest Pupils

External pupil visits require written parental consent. Visits are limited to one day per school year and must be approved by the relevant teachers. Guests should be of the same age as the class pupils and cannot visit during the week before or after holidays. Written permission from the school's administration is required, along with a €3.60 insurance fee. In Primary, only former pupils or future European School pupils (Categories I & II) may visit, with prior approval from the Deputy Director (form available from the pedagogical secretariat).

# STARTING THE SCHOOL YEAR

## School Visits for Newcomers

### Nursery and Primary

A visit to the school will be organised at the beginning of September for the families of new pupils. The date and time will be communicated to you in due course (see school calendar). Please meet at the entrance of the Administration building. Please note that it will not be possible to meet your child's teacher personally on this day.

### Secondary

A visit to the school will be organised for the families of new students at the beginning of September (see school calendar). The concerned parents and teachers will be invited to meet at the Salle Simone Veil (formerly known as the Salle des Fêtes) in the Administration building.

## First Day of School

### Nursery

Pupils who have already attended M1 and starting M2 at the European School will resume classes on the first day of school (as per the school calendar). M1 pupils will be welcomed gradually, in small groups on a rota basis, to ensure a smoother integration and give them all the attention they need on their first day of school. All parents of new pupils should have received, in early July, an enrolment confirmation letter with a start date. If not, please contact the pedagogical secretariat at the end of August.

### Primary

To ease the beginning for pupils in the first year (P1), 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.

### Beginning of the First School Day:

Year	Start Time	Meeting Point
P1	9:30 am	Playground of the Primary School
P2-P5	8:35 am	Playground of the Primary School

### End of the First School Day:

Year	Start Time	Meeting Point
P1	1:00 pm	Playground of the Primary School
P2-P5	1:00 pm	Playground of the Primary School

### Secondary

On the first day, all pupils (S1-S7) should arrive by 8:35 am and wait outside the covered area of the Administration building. The Deputy Director, Assistant Deputy Director, educational advisers, and Principal Class Teachers will greet the pupils. Principal Class Teachers will meet the pupils there with signs indicating their section and class. The teachers will accompany the pupils to their classrooms. The first day is a normal school day for all pupils. Pupils will receive their timetables and other useful information. 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.

### Timetables

#### Nursery School

The building is open from 8:15 am.

Day	Hours
Monday	8:35 am - 4:20 pm
Tuesday	8:35 am - 12:50 pm
Wednesday	8:35 am - 12:50 pm
Thursday	8:35 am - 12:50 pm
Friday	8:35 am - 12:50 pm

Lunch will be served in the classroom between 12:00 pm and 1:00 pm.

#### Primary School

##### Primary Classes 1 and 2

The building is open from 8:15 am. Pupils are collected by their respective teachers at 8:35 am from the school's playground.

<b>Day</b>	<b>Hours</b>	<b>Canteen/Break</b>
<b>Monday</b>	8:40 am - 4:20 pm	11:35 am - 12:35 pm
<b>Tuesday</b>	8:40 am - 12:50 pm	
<b>Wednesday</b>	8:40 am - 4:30 pm	11:35 am - 12:35 pm
<b>Thursday</b>	8:40 am - 12:50 pm	
<b>Friday</b>	8:40 am - 12:50 pm	

### **Primary Classes 3 and 4**

The building is open from 8:15 am. Pupils are collected by their respective teachers at 8:35 am from the school's playground.

<b>Day</b>	<b>Hours</b>	<b>Canteen/Break</b>
<b>Monday</b>	8:40 am - 4:25 pm	12:25 pm - 1:25 pm
<b>Tuesday</b>	8:40 am - 12:55 pm	
<b>Wednesday</b>	8:40 am - 4:25 pm	12:25 pm - 1:25 pm
<b>Thursday</b>	8:40 am - 12:55 pm	
<b>Friday</b>	8:40 am - 12:55 pm	

### **Primary Class 5**

The building is open from 8:15 am. Pupils are collected by their respective teachers at 8:35 am from the school's playground.

<b>Day</b>	<b>Hours</b>	<b>Canteen/Break</b>
<b>Monday</b>	8:40 am - 4:30 pm	1:15 pm - 2:15 pm
<b>Tuesday</b>	8:40 am - 1:00 pm	
<b>Wednesday</b>	8:40 am - 4:30 pm	1:15 pm - 2:15 pm
<b>Thursday</b>	8:40 am - 1:00 pm	
<b>Friday</b>	8:40 am - 1:00 pm	

### **Secondary School**

The building is open from 8:00 am.

<b>Day</b>	<b>Hours</b>
<b>Monday</b>	8:45 am - 4:30 pm
<b>Tuesday</b>	8:45 am - 4:30 pm
<b>Wednesday</b>	8:45 am - 4:30 pm
<b>Thursday</b>	8:45 am - 4:30 pm
<b>Friday</b>	8:45 am - 4:30 pm

Supervision is conducted by the educational advisers (A201) from 8:00 am. Lunch break is scheduled daily from 11:30 am to 2:00 pm with continuous service in the canteen, according to the individual timetable of each pupil.

### **School Timetable**

The first bell in preparation for the first period rings at 8:40 am.

<b>Period</b>	<b>From</b>	<b>Until</b>
<b>1st lesson</b>	8:45 am	9:30 am
<b>2nd lesson</b>	9:35 am	10:20 am
<b>Break</b>	10:20 am	10:35 am
<b>3rd lesson</b>	10:40 am	11:25 am
<b>4th lesson</b>	11:30 am	12:15 pm
<b>5th lesson</b>	12:20 pm	1:05 pm
<b>6th lesson</b>	1:10 pm	1:55 pm
<b>7th lesson</b>	2:00 pm	2:45 pm
<b>Break</b>	2:45 pm	2:55 pm
<b>8th lesson</b>	2:55 pm	3:40 pm
<b>9th lesson</b>	3:45 pm	4:30 pm

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

### **Free Afternoons**

Students must leave school when they have a free afternoon according to their schedule. However, some pupils may be required to attend during their free afternoons, particularly those attending support courses, religious studies, mother tongue classes for pupils without a language section, and pupils in sections with protected subjects such as Ancient Greek and Other National Languages (ONL).

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

The school opens its doors at 8:15 am. Pupils enter through the gate of the nursery playground, where they are supervised from 08:15 am to 08:35 am. They are later picked up by their respective teachers.



# ABSENCES

## Absence for Health Reasons

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

### Nursery and Primary

Inform the pedagogical secretariat before 8:30 am on (+352) 273 224 3002. After an absence of up to two days, the pupil must present a written excuse signed by the parents or legal representatives indicating the reason for the absence. This excuse must be given to the class teacher before returning to class. After an absence of three days or more, the student must present a medical certificate, which must be given to the class teacher before returning to class.

### Secondary

Inform the respective educational adviser before 10:00 am using the following email addresses:

- S1: [MAM-ABSENCES-S1@eursc.eu](mailto:MAM-ABSENCES-S1@eursc.eu)
- S2: [MAM-ABSENCES-S2@eursc.eu](mailto:MAM-ABSENCES-S2@eursc.eu)
- S3: [MAM-ABSENCES-S3@eursc.eu](mailto:MAM-ABSENCES-S3@eursc.eu)
- S4: [MAM-ABSENCES-S4@eursc.eu](mailto:MAM-ABSENCES-S4@eursc.eu)
- S5: [MAM-ABSENCES-S5@eursc.eu](mailto:MAM-ABSENCES-S5@eursc.eu)
- S6: [MAM-ABSENCES-S6@eursc.eu](mailto:MAM-ABSENCES-S6@eursc.eu)
- S7: [MAM-ABSENCES-S7@eursc.eu](mailto:MAM-ABSENCES-S7@eursc.eu)

After an absence of up to two days, the pupil must present a written excuse signed by the parents or legal representative indicating the reason for the absence. After an absence of three days or more, the student must present a medical certificate. For students under 18, the parents must send the excuse/medical certificate by email to the educational adviser in charge of the level, or the student must give the excuse/medical certificate to the advisers' office (A201) before returning to class (refer to Living Together).

## Inability to Attend Physical Education Lessons

A pupil cannot be excused from attending gymnastics and swimming classes unless he/she provides a medical certificate accompanied by a written request from the parents addressed to the Director. This dispensation, allowed by the school's direction, is limited to one term and is renewable upon production of a new certificate. The school may ask the school doctor for his/her opinion.

In order not to take part in PE lessons in the case of illness, parents/guardians must provide the student with a written excuse for the PE teacher.

## Requests for Permission to be Absent from School

The Director may give a child permission to be absent from school only in cases of duly certified illness. Such permission should be requested from the Director by the parents or the legal representative in writing at least 8 days in advance, using the specific form available on the school website under “Useful Documents” at <http://www.eel2.eu/en/page/useful-documents>. The request should clearly indicate the reasons for the absence. In exceptional cases, the Director may authorise an absence for a maximum period of 2 days.

Parents’ attention is particularly drawn to the fact that permission cannot be granted for additional free days preceding or following a holiday period, except for specific reasons outlined in the General Rules of the European Schools (a problem with transport/flight tickets is not considered an exceptional case). In the 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 sent to parents of secondary students at the beginning of term regarding the rules for absences. If a secondary student in years 4-7 is absent during a test or an exam, the student’s parents or legal representatives must inform the Director of the reasons for his/her absence on the very day or the following day. All medical certificates must be submitted or sent to the school before the end of the examination period.

## INTERNAL RULES

The nursery, primary, and secondary schools each have their own internal and behaviour policies that are designed to meet the particular needs and expectations of their students. These policies set out the standards for conduct, procedures, and guidelines that help maintain a safe and positive learning environment. To ensure that all parents and legal representatives are well informed, the policies are made available online and are also distributed by the respective schools. This allows parents and carers to familiarise themselves with the expectations and regulations that support their child's education and wellbeing.

- Nursery/Primary: <https://www.eel2.eu/en/livret/internal-rules-primary>
- Secondary: <https://www.eel2.eu/en/livret/internal-rules-secondary>

# HOMWORK AND SCHOOL REPORTS

## Homework

### Primary

Homework can take various forms, tailored to the children's capabilities and learning levels. Teachers determine homework based on their pupils' needs. Years 4 and 5 are crucial stages in the primary cycle, both in terms of experience and knowledge, and consequently, homework will become more consistent and targeted. It is essential to note that each linguistic section has unique characteristics, reflecting the educational traditions of each country. Therefore, a universal rule for all classes and linguistic sections is impractical. Teachers do not systematically mark homework, considering that personal research and educational backgrounds vary among families. However, all homework assignments are always corrected. More information is provided at the following link: <https://www.eel2.eu/en/livret/homework-and-school-report>

### Secondary

A detailed homework policy for the secondary cycle can be accessed via the following link: <https://shorturl.at/UY937>

## School Reports

### Primary

Reports are distributed on the following dates:

Report Type	Date
Oral Report feedback (non-written report)	November
First Written Report	February
Second Written Report	July

During the parent/teacher evenings at the beginning of the school year, class teachers and L2 teachers explain the school report system, detailing skills and evaluation strategies, and review cross-curricular and subject-specific skills.

School report evaluation focuses on how children apply their knowledge and skills to their work, rather than merely testing their ability to reproduce acquired knowledge. In November, parents meet individually with the class teacher to discuss the child's progress in work, cross-curricular,

and social skills. The skills list serves as a guide for this meeting. Serious issues should be discussed with the class teacher and the Deputy Director.

A first written report is sent to parents in February through SMS - MySchool. This report includes a comprehensive list of cross-curricular and subject-specific skills. Teachers also record individual remarks on the report.

In April or May, the primary school informs parents by registered letter if there is a risk of the child repeating the school year. This letter is intended to inform parents of the concrete risk, without making a final decision.

At the year's end, the same skills are reviewed during the class council to assess pupil progress. A final page summarises all information, with an explanation of the class council's decision for the next school year. The final report is available to parents through SMS - MySchool. It is crucial that each family maintains a correct and current email address for their SMS - MySchool account.

A pupil cannot be excused from attending gymnastics and swimming classes unless he/she provides a medical certificate accompanied by a written request from the parents addressed to the Director. This dispensation, allowed by the school's direction, is limited to one term and is renewable upon production of a new certificate. The school may ask the school doctor for his/her opinion.

In order not to take part in PE lessons in the case of illness, parents/guardians must provide the student with a written excuse for the PE teacher.

## Secondary

Reports are distributed on the following dates:

### S1, S2, S3

Report Type	Date
Autumn Report	End of October
Semester 1 Report	End of January
Spring Report	April
Semester 2 Report	Early July

### S4, S5, S6

Report Type	Date
Autumn Report	End of October

Semester 1 Report	January
Spring Report	April
Semester 2 Report	Early July

## S7

Report Type	Date
Autumn Report	End of October
Semester 1 Report	February
Semester Report (Preliminary Mark)	May

Secondary School follows a two-semester calendar with two half-term reports (October/November and March/April) and two semester reports (January and June/July).

### Autumn Report

This half-term report includes comments and grades for Years 1-3, or whole/half numerical marks for Years 4-6, for each subject. It may also include an overall comment from the class teacher.

### Semester 1 Report

This report includes grades for Years 1-3 or whole/half numerical marks for Years 4-6, along with comments on each subject. It may also contain an overall comment from the Class Council or the Class Teacher. Additionally, the report may be accompanied by a warning letter indicating a possible risk of failing the year. The absence of a warning letter does not guarantee promotion to the next year, nor does it indicate any procedural irregularities in the promotion deliberations. When a warning letter is issued, the pupils' parents or legal representatives are required to provide any relevant information they have that could influence the upcoming class council's deliberations.

### Spring Report

This half-term report includes comments and grades for Years 1-3, or whole/half numerical marks for Years 4-6, for each subject. It may also include an overall comment from the class teacher.

### Semester 2

This report includes comments and grades for Years 1-3, or whole/half numerical marks for Years 4-6, for each subject from the second semester. It also includes the final mark and a comment for each subject, as well as the class council's decision on promotion.



## **Examination Script Rules**

**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:** Examinations from both semesters are archived by the school. Examinations and tests for the B mark may be viewed by pupils' parents or legal representatives by appointment with the concerned teacher. Teachers may organise a session for students to view their exam papers two weeks before the class council.

**Note:** Parents or legal representatives may view S5-S6 archived examinations in the presence of the assistant deputy director or the respective educational adviser on designated dates from 10:00 am to 12:00 pm in room A-202.

## **European Baccalaureate Scripts**

*Article 6.4.10: Viewing of the European Baccalaureate Scripts After Marking - Arrangements for Implementing the Regulations for the European Baccalaureate.*

Candidates or their legal representatives, if they are minors, have the right to view and obtain a copy of:

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

The request must be made in writing to the Director of the School no later than four 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 no later than 3 calendar days after receipt of the request.

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

**Note:** Parents or legal representatives may view S5-S6 archived examinations in the presence of the assistant deputy director or the S7 educational adviser on designated dates from 10:00 am to 12:00 pm in room A-202.

## SMS-MySchool

The SMS MySchool programme serves as an online database designed for the management of staff, pupils, and teachers. Dedicated to school management, it has been in use since the 2013-2014 school year. This web portal constitutes a comprehensive School Management System (SMS), providing personalised access to everyone within the school community, including parents, students, teachers, and administrative staff. This modern tool, employed across all European Schools, facilitates effective email communication and grants access to system announcements featured on the homepage.

Parents can view their children's timetables online, and pupil absences are recorded by teachers at the start of lessons (except for school trips, sports classes, etc.). Parents can access information about their children's absences on the portal for the past 14 days. Pertinent details regarding school life, such as parent-teacher evenings, events, trips, and outings, are posted on the portal and communicated via email. Therefore, it is crucial for parents to regularly check the portal for updates.

### Update of our Database

In order to comply with Article (5) of the GDPR, the European School aims to keep its database up to date.

To this end, parents or legal representatives are kindly requested to inform the school administration by email as soon as possible of any changes to the following, to the following recipients:

- Address
- Employer
- Email address
- Private phone number and/or department/office number
- Identity

#### 1) Main recipient

- Administration of SMS: [MAM-SMS@eursc.eu](mailto:MAM-SMS@eursc.eu)

#### 2) Recipient to be placed in copy

- For Nursery and Primary Cycles: [LIST-MAM-SECRETARIAT-MAT-PRI@eursc.eu](mailto:LIST-MAM-SECRETARIAT-MAT-PRI@eursc.eu)
- For Secondary Cycle: [LIST-MAM-SECRETARIAT-SECONDARY-CYCLE@eursc.eu](mailto:LIST-MAM-SECRETARIAT-SECONDARY-CYCLE@eursc.eu)

Any change in family situation (divorce, custody rights, etc.) must be supported by legal documents, and changes of residence must be supported by an extended Certificate of Residence/Household Composition from the Commune.

In case of a change in employer, administrative status or contract expiry date, please also attach a new certificate issued by your institution's Human Resources department in order to place you in the correct financial category.

Any supporting documents provided must be included in your child's file. These documents should be returned to the school as soon as possible by the child's parents or legal representatives. The undersigned undertakes to ensure the accuracy of the information provided and to inform the school of any changes.

### Nursery/Primary Cycles

In the nursery and primary cycles, the SMS platform is used to send announcements and general information to parents and guardians. Homework and related details are recorded in each pupil's planner, ensuring that all relevant information is communicated effectively.

### Secondary Cycle

#### **Course Information**

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.

#### **Assignments**

Information regarding homework, classwork, tests, and more will be accessible to both parents and pupils. Teachers will input their assessment dates into SMS MySchool, enabling families to better organise homework and revision schedules.

**Note:** The use of the SMS platform is considered a helpful supplement to schoolwork. It does not replace everything students need to note in school and cannot reflect all the work, projects, and small tests that students will continue to do. The absence of a task on SMS does not mean that students are not required to complete it.

#### **Grades**

Pupils and parents will be able to consult the pupil's marks for specific exercises or assignments where they have received an assessment.

## Term Reports

Pupils' reports will be available online via SMS as soon as they are published by the school. There are four report cards in a scholastic year: Autumn report, Semester 1 report, Spring report, and Semester 2 report.

## Other Information

For optimal operation:

- Pupils should check their school email address daily (<http://office365.eurasc.eu>).
- Pupils should log on to SMS MySchool each day (<https://sms.eurasc.eu>).
- The school's email address is used for all communication with the teachers and the administrative staff. The school's ICT plan prohibits the use of personal email addresses, social networks, and file hosting in school.

The ICT plan prohibits pupils from using their personal email addresses and social networks to communicate with the school.

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

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

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

## Protection of Personal Data

A detailed document outlining the protection of personal data is available separately and can be accessed through the following link: <https://www.eel2.eu/en/page/data-protection>

## Office365

Microsoft Office 365 (O365) is a cloud-based platform designed to enhance communication and collaboration. It offers a comprehensive suite of applications and services, including email, calendar, storage, and file sharing through OneDrive, as well as Office productivity tools such as Word, Excel, PowerPoint, OneNote, and Teams.

Each pupil is provided with an O365 account, which includes a dedicated O365 email address. This email address is the primary point of contact for SMS - MySchool, and pupils must use it, along with their password, to access the platform.

For students entering S1 who were in P5 last year, the Office 365 passwords used in primary school should already be familiar to parents, as they were used for communication with teachers. New passwords are issued only to students who are new to the school.

Additionally, students will receive separate credentials for accessing school computers. It is important to note that these computer passwords are distinct from the O365 passwords and are not synchronised.



# COMMUNICATION CHANNELS AND ROLES

## Nursery and Primary

### Contacts for Parents/Legal Representatives

- Classroom Teacher and Secretary: For concerns about absences.
- Secretary: For concerns about student arrival and dismissal.
- General Coordinator: For concerns about accompaniment and supervision of students to and from school transport.
- Nurses: For concerns about student health.
- Classroom Teacher, Support Coordinator, or School Psychologist: For concerns about learning, academic support, and school life.
- Classroom Teacher and KiVa Coordinator: For concerns about discipline or student well-being.
- Deputy Directors or School Director: For unresolved problems.

### Role of Students (Primary)

- Take care of their school materials and belongings.
- Follow school rules.
- Approach teachers with questions or problems.
- Complete and submit homework on time.
- Show parents their diary.
- Inform a teacher or school authority of any playground issues.

### Role of the Parents/Legal representatives (Nursery and Primary)

- Check students' class diary daily.
- Sign any tests or evaluations as required.
- Notify the school of any home-reported incidents concerning student well-being.
- Inform the nurses of any health changes or specialized health routines.
- Regularly check the school's website.
- Communicate with classroom teachers and/or coordinators using the student diary, email, or by requesting meetings, as well as attending meetings with teachers or coordinators.

**Note:** Please respect teachers' working hours. For in-depth discussions, arrange meetings instead of using periods before or after class.

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

- Communicate regularly with colleagues and parents about class or student issues.
- Discuss questions or problems directly with the student.

- Contact parents if issues cannot be resolved, using email, the student diary, or arranging meetings.
- Inform parents of student results, progress, and incomplete homework.

## Role of the Coordinators (Nursery and Primary)

### **General Coordinator**

- Supervision during school hours.
- Student accompaniment to and from school transport.
- Supervision schedule organisation.
- Organisation of the allocation of classrooms/rooms

### **Academic Support Coordinator**

- Academic help and support files.
- Meetings with families and consultants.
- Tripartite contracts involving the school, families, and external consultants.

### **KiVa Coordinator**

- Well-being files and paperwork.
- General student problems.
- Behavioural or social issues.
- School strategies for student well-being.

## Secondary Cycle

### Contacts for Parents

- Assistant Deputy Director or Educational Adviser: For absences or disciplinary issues.
- Teacher: For discipline or learning process problems.
- Assistant Deputy Director, Educational Adviser, Principal Class Teacher, or Other Teacher: For socialising or integration issues.
- Curriculum Coordinator and Co-Curriculum Coordinator: For enrolment and option choices.
- Career Adviser of the Language Section: For career guidance questions.
- Parents may contact the deputy director of the secondary school or the Director only if issues remain unresolved.

### Role of the Pupils

- Prepare homework.
- Participate actively in lessons.
- Submit assignments.
- Ask teachers about any problems or questions.

- Consult the SMS daily.
- Show parents tests.
- Use only the school email address for contact: `firstname.lastname@student.eurisc.eu`. Private emails will be discarded.

### Role of the Parents

- Follow up on homework at home.
- Sign tests if required.
- Contact the school for questions or issues through your child's agenda, by email for appointments, by meeting with teachers, and by regularly checking your child's SMS account.

**Note:** Please respect teachers' and educational advisers' working hours. For in-depth discussions, arrange meetings via email.

### Role of the School Management

- Inform parents through reports four times a year (two term reports and two half-term reports).
- Arrange parents/teachers' evenings.

### Role of the Educational Advisers

- Send monthly absence notifications to parents via SMS.
- Serve as the contact for discipline or well-being issues for their respective year.
- Collaborate with school staff to resolve pupil issues.
- Assist in meetings between teachers and parents upon request.

### Role of the Class Teacher

- Ensure each pupil's well-being by discussing issues with the pupil and contacting parents/legal representatives if necessary.
- Prepare for and follow up on Class Councils.
- Collaborate with colleagues, advisers, coordinators, and management as needed.

### Role of Each Teacher

- Discuss problems/issues with pupils. If unresolved, inform parents using email, the agenda, or meetings. Collaboration between the principal class teacher and subject teachers is essential.
- Enter information into SMS as per the school policy.
- Inform parents about marks/grades, homework, and class material.
- Regarding test/exam results: S1-S3 tests are given to pupils for parents to keep (teachers may ask for signed copies); S4 exams are given to pupils for parents to keep; S5 exams for Semester 1 are given to pupils for parents or legal representatives to keep, while Semester 2 exams are kept at school; S6-S7 exams are kept at school.

- Inform parents if a pupil does not complete homework.

#### Role of the Curriculum Coordinator

- Inform parents about possible option choices.
- Distribute and collect option choice forms.
- Hold meetings on option choices with management.
- Meet parents and pupils to assist in course selection.

# CHOICE OF SUBJECTS

## Enrolment Period for the New School Year

The enrolment period for the new school year starts in April/May (see school calendar).

- **Existing Students:** No new registration form is required.
- **Category Changes:** Contact the pedagogical secretariat.

## Choice of Subjects in Primary School

### Choice of Second Language (L2)

At the European School, children begin studying a second language in Year 1 of Primary, with one lesson per day. In P1 and P2, the lessons last 30 minutes each, and in P3 to P5, they increase to 45 minutes daily. This second language will become the medium of instruction for Human Sciences, History, Geography, and Economics in Years 3, 4, and 5 of Secondary School.

SWALS pupils enrolled in the Anglophone, Francophone or Germanophone sections are taught in their mother tongue (L1) during the L2 periods.

This applies to pupils with the following nationalities: Romanian, Slovakian, Slovenian and Croatian. The language of the chosen section becomes the pupil's second language. The school organises mother tongue courses for all SWALS pupils, provided that a suitably qualified teacher is available or can be recruited. These courses are compulsory.

Changes to the second language are generally not permitted and are only considered in exceptional circumstances. For further information, please refer to the General Rules of the European Schools.

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

The second languages (referred to as vehicular languages of the school) taught are English, French, and German.

- German Section: English or French (except for SWALS)
- English Section: French or German (except for SWALS)
- French Section: English or German (except for SWALS)
- Danish Section: English, French, or German
- Greek Section: English, French, or German
- Italian Section: English, French, or German
- Czech Section: English, French, or German

- Hungarian Section: English, French, or German

## **Key Considerations**

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

Should a request for a change of language at any age or level be made, the decision rests with the Director and is subject to the following conditions:

- The submission of a duly justified written request from the parents/legal representatives.
- Unanimous deliberation and judgement by the class council on the request.
- Clear evidence established by the school of the pupil's ability to follow the requested course.
- The absence of administrative obstacles related to the requested change.

The applicant will be notified of the decision and the reasons for it. The school may request a language level test.

We recommend avoiding choosing a second language that would actually be the child's third language, to prevent additional workload, interference between languages, and potential psychological effects.

The choice of the second language significantly impacts the child's education throughout their schooling and becomes the vehicular language for certain subjects in the secondary cycle.

## **Choice of Religion or Non-Denominational Moral Classes**

All children at the European School are required to follow either Religion or non-denominational Moral classes organised by the school. The available options for religious instruction are:

- Catholic
- Protestant
- Orthodox

Other options may be available if pupil numbers are sufficient, in accordance with the rules outlined in the General Regulations of the European Schools. These options are not always available in all language sections and may be taught in the vehicular language of the pupils from Level P3 onwards.

Requests to change from one Religion or ethics class to another must be highly motivated and addressed to the school's Direction by April 30 for the following school year. No changes will be accepted after this date. In the P5 classes in the Czech and Hungarian sections, Moral courses are taught in the pupils' second language.

## Choice of Subjects in Secondary School

This guide is a brief overview and should not be considered definitive. In case of any doubt, the school will always adhere to the General Rules of the European Schools and the policy document titled “Organisation of Studies in 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, as it can vary from year to year.

### Year 1

- New Choice: Language 3 (German, English, French, Spanish, or Italian), 2 periods weekly. Chosen in Primary 5 for S1. L3 in S1 is a beginners’ course, continuing to S5 and potentially the Baccalaureate, with a minimum of 5 pupils.
- Modifiable Choices: Religion/Ethics, ONL Irish (for Irish nationals in the English Section), ONL Maltese (for Maltese nationals in the English section).  
ONL stands for Other National Language, available for pupils in Categories I and II.

### Year 2

- Latin Option: Pupils can choose a Latin option of 2 periods a week, to be kept up to the end of S3. This option is not compulsory. A minimum of 7 pupils is required to create the course.
- ICT Option in S3: Pupils can choose an ICT option of 2 periods a week, to be kept up to the end of S3. This option is not compulsory. A minimum of 7 pupils is required to create the course.
- Restrictions: Dropping Latin to choose ICT in S3 is not possible. It is not possible to choose both Latin and ICT at the same time in S3.
- Continuation of Latin: From S4 onwards, pupils who have chosen Latin in S2 and S3 can continue with Latin as a 4-period option for the pre-orientation cycle (S4 and S5). Pupils who study the course in S4 and S5 can sit the *Latinum Europaeum* exam at our school at the end of S5. The opening of the Latin course in S4 depends on the number of pupils opting for it. It is also important to note that pupils who have not studied Latin in S2 and S3 are not eligible to take Latin as an optional course in S4 and S5.
- Ancient Greek for Greek Pupils: Greek pupils in the Greek section can choose an extra course in Ancient Greek, guaranteed until the end of year 5.
- Modifiable Courses: The only courses that can be modified for S2 pupils are Religion/Moral and the complementary courses of Irish and Maltese.

### Year 3

- Latin Option in S3: 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 if your child has not chosen Latin in S2. The continuity of the course in the older years is guaranteed, provided that enough pupils have chosen the course. This option is not compulsory.

- Restrictions on Course Choices: Dropping Latin to choose ICT in S3 is not possible. It is not possible to choose Latin and ICT at the same time.
- ICT Option in S4: All pupils will be able to choose ICT as an option in S4, irrespective of their choice of Latin.
- Compulsory Courses: 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 sufficient knowledge of the topic. If chosen in Year 6 without having been studied in S4-S5, a placement test will be administered. The outcome of the test will determine whether the pupil is eligible to take the option.
- Modifiable Courses: The only courses that can be modified are Religion/Moral and the complementary courses of Irish and Maltese.
- Language of Instruction: The Religion/Moral and Human Sciences courses are taught in L2.

### Subject Choices in Years 4 and 5

- Information Evening and Booklet: An information evening is organised for parents, and a detailed information booklet is distributed. Mathematics can be chosen at the 4 or 6 period level. This choice may affect later choices, such as maths and sciences in Year 6 and university courses.
- Mathematics Options: 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 Year 4 only. A passage from Math 4 to Math 6 is only possible in exceptional cases, subject to passing a level test.
- Optional Courses: The following optional courses can be chosen: Latin, Ancient Greek (for beginners), Economics (in L2), Language 4 (for beginners, any official language of the European Union, depending on the availability of a teacher), Art, Music, and ICT (if possible in L2). The courses of Religion and Moral are taught in L2.
- ONL Courses for Irish and Maltese Pupils: For pupils of Irish or Maltese nationality, an ONL course in Irish or Maltese can replace the option of L4.
- Course Availability: The optional subject courses, except ONL, are opened only if a sufficient number of pupils opt for them (normally 7). These courses might not be guaranteed beyond Year 5 if the number of pupils is not sufficient to open the courses (5 pupils) in Year 6.
- Periods Requirement: The total number of periods studied must lie between 31 and 35 (if Mathematics 4 is chosen) or 33 and 35 (if Mathematics 6 is chosen). In exceptional cases, more than 35 periods might be allowed by the Management.
- Restriction on Subject Changes: Apart from the change in Mathematics mentioned previously or possibly a change of Religion/Moral, a change of subjects is not allowed during the 4th and 5th years, or between the two years.



## Subject choices in Years 6 and 7

- Information Sessions: At this stage, the decision-making process becomes more intricate, with separate meetings organised for pupils and parents. Additionally, S5 pupils will receive a detailed information booklet via SMS at the end of December. While a comprehensive description of the curriculum is not feasible, the following pointers may be helpful.
- Subject Categories: Subjects are grouped into categories: compulsory, optional, advanced, and complementary.
- Creation of Courses: The optional, advanced, and complementary courses are created only when a sufficient number of pupils (i.e. 5) opt for them. Organisational constraints must also be taken into consideration.
- Prerequisite Subjects: Certain subjects must have been started in S3 or S4 to be taken at this stage. These include Latin, Ancient Greek, Economics, and L4. Additionally, Art, Music, and ICT require a strong foundation, whether acquired through school or external experiences.
- University and Career Considerations: It is crucial to consider future university courses and careers when making the Year 6 choice. Many member states send professional career advisors to the school in due time.

## General Points

To succeed in the later years of secondary school, a high proficiency in L2 (the “working language”) is essential. From Year 1, it is utilised for all possible opportunities in Art, Music, ICT, and Physical Education. From Year 3, it serves as the language of instruction for Human Sciences and Religion, and from Year 4 for Economics, History, and Geography. Should we be unable to offer a subject in the mother tongue due to insufficient pupil numbers (in Years 6 and 7) or timetable constraints, we will endeavour to provide the subject in the pupils’ working language.

## Changes in Subjects Studied

All requests for changes of subjects must be made to [MAM-CHOICES@eursc.eu](mailto:MAM-CHOICES@eursc.eu) by the end of May of the preceding year. A change in Religion/Moral must always be requested by the end of the previous school year (before April 30).

## Determination of the Dominant Language

The European Schools place children in language sections based on their dominant language, prioritising a strong foundation in the language they use most fluently. When a child’s language background is complex, such as in bilingual households or for Students Without a Language Section (SWALS), schools may conduct assessments to ensure the best fit for the child’s

educational and linguistic needs. The dominant language reflects the language a child is most proficient in and uses frequently, particularly in educational settings.

If necessary, the school's Director or Deputy Director will arrange tests, conducted in-person by native-speaking teachers, to gauge language skills in listening, speaking, reading, and writing. For younger children, assessments focus on listening and speaking, with parents allowed to observe briefly.

Should a family disagree with the placement, an appeals process is available. This placement approach supports academic success and identity by grounding children in their dominant language, facilitating proficiency in additional languages.

### Further Information

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

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### Educational Support Co-Ordinators (EdSup)

Primary (Years 1 to 5)

Ms Maria TZIOUFIA

[maria.tzioufia@eursc.eu](mailto:maria.tzioufia@eursc.eu)

Secondary (Years 1 to 3)

Ms Chloé FARINA

[chloe.farina@teacher.eursc.eu](mailto:chloe.farina@teacher.eursc.eu)

Secondary (Years 4 to 7)

Ms Concetta ROMANO

[concetta.romano@eursc.eu](mailto:concetta.romano@eursc.eu)

### Educational Support

For all matters relating to educational support, please refer to the latest versions of the support documents available on the European Schools website ([www.eursc.eu](http://www.eursc.eu)):

1. Policy on the Provision of Educational Support and Inclusive Education in the European Schools (2012-05-D-14-en-10)
2. Provision of Educational Support and Inclusive Education in the European Schools – Procedural Document 2012-05-D-15-en-14)
3. Action Plan for Educational Support and Inclusive Education (2018-12-D-34-en-5)

The implementation of these guidelines aligns with official protocols. They undergo annual review to ensure compliance, adherence to content, and relevance.

### School Philosophy

The European School is a multilingual and multicultural environment that prioritises the preservation of each child's mother tongue whenever possible. It offers a unified system of

general academic education, where learning conditions progressively become more demanding. This singular academic pathway, characterised by highly cognitive and abstract learning, culminates in the award of the European Baccalaureate diploma.

Various forms and levels of support are provided to ensure appropriate assistance for pupils with special educational needs or those experiencing difficulties at any stage of their schooling. This support is designed to enable pupils to develop and progress according to their potential, facilitating their successful integration.

The school believes that parental involvement in their children's education, through a collaborative partnership with the school, significantly enhances children's achievement and well-being. 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. It is essential for parents to inform the school of any issues that could impact their child's learning progress.

Decisions regarding support are made in the best interests of the child.

## Differentiation

Differentiation involves the planning and execution of teaching and learning for all children in all classes, taking into account individual differences in learning style, interest, motivation, and aptitude, and reflecting these differences in the classroom environment.

Differentiation is fundamental to effective teaching and is essential for all pupils, including those requiring additional support. It is the responsibility of every teacher within the European Schools to implement differentiated teaching strategies, making it standard classroom practice.

Differentiated teaching ensures that, in planning and delivering lessons, teachers are mindful of and accommodate the diverse learning styles and individual needs of all pupils (refer to Article 24 of the General Rules of the European Schools).

This includes addressing the needs of:

- Pupils with varying learning styles;
- Pupils studying in a language section that does not correspond to their mother tongue;
- Pupils who join the system at a later stage, having followed a different curriculum, and whose knowledge and skills may have gaps;
- Pupils with mild learning difficulties;
- Pupils with diagnosed special educational needs;
- Gifted and talented pupils.

## Types of Support

Where normal differentiation in the classroom is insufficient, the school can provide additional types of support:

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

Support is flexible and adapts as a pupil develops and their needs change.

### General Support

This is for any pupil who, at some point in their schooling, requires support or may encounter difficulties in a particular aspect of a subject. This support is also for pupils who need to 'catch up' due to late arrival, illness, or who are working in a non-mother tongue. Additional help with acquiring effective learning strategies or study skills may also be necessary.

### Procedures and Organisation

- Every school outlines in its guidelines how General Support is organised, the main actors involved, and the necessary procedures.
- Requests for General Support are submitted by teachers or parents/legal representatives through the class/subject teacher.
- The school management decides whether to grant General Support.
- If the class/subject teacher disagrees with the support requested by parents/legal representatives, the EdSup coordinator/s will discuss the matter with both parties and advise the school director, who makes the final decision.
- If the Director does not grant or only partially grants a request for General Support, they must justify the decision and communicate it to the parents/legal representatives within two weeks.
- Parents/legal representatives are informed of the recommendation for educational support and are invited to consent.
- EdSup coordinator/s form small groups of up to ten pupils, organising support in or outside the classroom based on support teacher availability. In exceptional cases, General Support may be provided to an individual pupil.
- The support teacher, in collaboration with the class/subject teacher, develops the Group Learning Plan (GLP), outlining group targets and success criteria.
- The support teacher maintains close and regular contact with the class/subject teacher to ensure that support activities align with classroom work and to monitor the pupil's progress.
- The class or support teacher regularly updates parents/legal representatives on their child's progress.

- At the end of each semester, support teachers, in coordination with the class teacher, provide written feedback to be shared with parents/legal representatives.

## Moderate Support

An extension of General Support, this is provided to pupils with mild learning difficulties or those needing more targeted support. It is suitable for pupils who experience significant difficulties accessing the curriculum, such as due to language issues, concentration problems, or other reasons. This support is provided for a longer duration than General Support.

### Procedures

- Teachers and parents/legal representatives may request Moderate Support.
- Recommendations contained in a medical/psychological, psycho-educational and/or multidisciplinary report are taken into consideration when such a report is presented by parents/legal representatives to the class/subject teacher or the EdSup coordinator for admission.
- If the class/subject teacher does not agree with the support requested from parents/legal representatives, the EdSup coordinator will discuss with the teacher concerned and the parents/legal representatives and advise the school director who will make the final decision.
- In case the school director does not grant or only partially grants a request for moderate support, they duly motivate the (partial) refusal decision and communicate it to the parents/legal representatives within two weeks after the decision is taken.
- Pupils' legal representatives are informed that educational support has been recommended for their child and invited to agree to it.
- EdSup coordinators create small groups of up to 6 pupils or organise individual support, in or outside the classroom, depending on pupils' needs and the availability of support teachers.
- Groups can be organised vertically, horizontally, within or across sections, by focusing on the needs of the pupils concerned.
- Support teachers write an ILP for each pupil in cooperation with the class/subject teacher, which is communicated to parents/legal representatives. This ILP shall be monitored regularly.
- The ILP includes specific learning objectives and criteria for evaluating pupil progress and the success of the support.
- The support teacher is in close and regular contact with the class/subject teacher to ensure that support activities correspond to the work being done in the class and to monitor the pupil's progress together. The class/subject or support teacher regularly informs pupils' parents/legal representatives of their child's evolution in Moderate Support.

- At the end of each semester, support teachers prepare a written evaluation in coordination with the class/subject teacher, which will be shared with parents/legal representatives
- On the basis of this evaluation, school and parents discuss and agree on continuation/adaptation/termination of the interventions and accommodations.

### Intensive Support A (ISA)

Provided following an expert's assessment of the pupil's specific individual needs and an agreement signed between the Director and the parents. ISA is for pupils with special educational needs, including learning, emotional, behavioural, or physical needs.

### Procedures

- A need for Intensive Support is identified either on enrolment or during the school year by the pupil's legal representatives or teachers.
- The teachers or parents/legal representatives make a written request to the EdSup coordinator for Intensive Support.
- The EdSup coordinator contacts the pupil's legal representatives and requests the necessary documentation.
- As soon as the documentation is received, the school organises a SAG meeting to discuss how best to meet the pupil's needs and advise the Director on the accommodations in learning and assessment situations to be granted and support measures to be put in place.
- For specific, urgent cases, the school management might take interim decisions, and the Educational Support may be provided before/until the medical/psychological/ psycho-educational and/or multidisciplinary report is made available.
- The SAG agrees on a proposal taking into account of the assessments and recommendations in the medical/psychological/psycho-educational and/or multidisciplinary report and including the proposed accommodations in learning and assessment situations and support measures. The Director takes the final decision based on the proposal of the SAG.
- In case the school director does not grant or only partly grants a request for Intensive Support A, they duly motivate the (partial) refusal decision and communicates it to the parents/legal representatives within two weeks after the decision is taken.
- The EdSup coordinator prepares the minutes of the SAG meeting to be shared with all the SAG members. The EdSup coordinator prepares the Intensive Support Agreement using the relevant template, including the proposed accommodations in learning and assessment situations and support measures for signing by the Director and the parents/pupil's legal representatives.
- Subsequently, the ILP is prepared in which details the implementation of the support agreement concerns, in consultation with all stakeholders and following the relevant template. As a rule, except in unexpected situations, the ILP is prepared and shared with

all teachers and parents within a reasonable period of one [1] month from the signature of the support agreement. For Primary, the ILP is a part of the ISA agreement, and the parents receive them together.

- Following the signing of the Intensive Support Agreement, the EdSup coordinator organises the Intensive Support and any other accommodations required.
- Support lessons can be organised in or outside class, usually individually but also in small groups of up to 3 pupils (if beneficial for the pupils).
- The support teacher(s) writes the ILP in cooperation with the subject/class teacher(s) and/or EdSup coordinator, including specific learning objectives and criteria for evaluating pupil progress and the success of the support.
- Pupils' legal representatives are regularly informed by the support teacher(s) of their child's evolution in Intensive Support A.
- At the end of each semester, support teachers prepare a written evaluation, which will be shared with parents/legal representatives.
- The Intensive Support Agreement is valid for one school year only. The SAG reviews the support agreement on an annual basis and again during the school year. At least one SAG meeting shall be held each year to begin, renew or terminate Intensive Support.
- If necessary, a SAG meeting may be held during the school year to evaluate and/or make significant amendments to the Intensive Support Agreement.
- The school must provide justified/reasoned information to parents/legal representatives of any substantial adaptation/ amendment to the Intensive Support Agreement, namely in the hours of support.
- There may be occasions where, despite the school's best efforts, the school may not be able to provide reasonable accommodation to respond to the pupil's needs. In those cases, the schools should duly justify the reasons.

### Intensive Support B (ISB)

In exceptional circumstances, and on a short-term basis, the Director may decide to provide Intensive Support for a pupil without special educational needs, such as intensive language support for a pupil who cannot access the curriculum.

### Procedures

- Teachers or parents/pupil's legal representatives request short-term Intensive Support for the pupil in writing.
- The parents/pupil's legal representatives are informed that this support has been recommended for their child.
- The Director and parents/pupil's legal representatives sign an agreement stating the reasons, nature, and length of the Intensive Support to be given.
- In case the school director does not grant or only partly grants a request for intensive report B, he/she duly motivates the (partial) refusal decision and communicates it to the



parents/legal representatives within two weeks after the decision has been taken. The EdSup coordinator creates small groups of up to 10 pupils or organises individual support, in or outside the classroom, depending on the pupil's needs and the availability of teachers.

- Groups can be organised 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 class/subject teacher and shares it with parents/legal representatives for information. This should be monitored regularly.
- The ILP includes specific learning objectives and criteria for evaluating pupils' progress and the success of the support.
- Parents/pupils' legal representatives are regularly informed by the class/subject or support teacher of their child's progress in short-term Intensive Support. At the end of each semester/support provision, support teachers in coordination with class/subject teachers prepare written feedback which will be shared with parents/pupils' legal representatives.

Note: A pupil's absence from other lessons while receiving educational support should be minimised as much as possible, limited to exceptional cases.

## Procedures, Documentation, and Organisation of Educational Support

For detailed information on the procedures and organisation of the different types of Educational Support (General, Moderate, ISA, and ISB), please refer to the Provision of Educational Support and Inclusive Education in the European Schools – Procedural Document (2021-05-D-36-en-5). Requests for support must be accompanied by relevant documentation, such as medical, psychological, psycho-educational, or multidisciplinary reports. For further assistance, please contact the respective EdSup coordinator for the relevant cycle or level.

## Collaboration with External Experts

As a school, we collaborate closely with external experts both within Luxembourg and across the national systems of our member states. This collaboration is flexible and tailored to the specific needs of our pupils.

Some pupils may require support from paramedical auxiliary staff, such as speech therapists and psychomotor therapists. The provision of such support is based on a tripartite agreement.

In forming a tripartite agreement, the school's responsibilities include providing a suitable room for the pupil and the professional involved, agreeing on a timetable, and ensuring coordination

with class activities. Before initiating any collaboration, parents must request assistance from the EdSup coordinator/s. A tripartite agreement is then drawn up collaboratively between the parents, the external expert, and the school. This agreement is signed and retained by all three parties.

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

## Inscription Policy for Students with Special Educational Needs

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

- **Inscription Form:** Parents must complete a detailed section describing the pupil's special needs and the support they are currently receiving.
- **Evaluation:** An Advisory Group, consisting of the EdSup coordinator/s, School Psychologist, and Deputy Director, evaluates the school's ability to meet the pupil's needs based on the documents provided by the family and any additional professional evidence that may be required. This group determines the framework and conditions for any individualised teaching and learning. The Advisory Group may recommend an observation period or provisional admission.
- **Decision:** The school Director, on the recommendations of the Advisory Group, decides whether the school can provide the appropriate educational and social environment for the pupil.

## Early Identification

To support pupils effectively, it is crucial to identify any special educational needs. This identification is conducted throughout the pupil's school career and involves various stakeholders: parents, teachers, the EdSup coordinator/s, the school psychologist, and external experts. The process includes:

- Observations by teachers, school psychologists, and the EdSup coordinator/s in the classroom.
- Filling in documentation, such as an observation grid, by the teachers.
- Meetings between parents, teachers, and the EdSup coordinator/s.
- School reports and analysis of the pupil's progress.
- Class Councils.
- Collaboration with external experts.

This process requires ongoing and open collaboration between parents, the school, and, where applicable, external experts.

## Transitions

### Transition from Nursery to Primary

Each language section is responsible for organising two transition days for all Year 2 Nursery (M2) pupils. This includes a visit to Primary by the Nursery Year 2 (M2) pupils and a visit to Nursery by the Primary Year 1 (P1) pupils before the end of the scholastic year. Special visits can be arranged for pupils with specific needs. For M2 children receiving intensive support A, the EdSup coordinator for the primary/nursery cycle organises an Advisory Group at the end of the school year specifically dedicated to planning the transition to the primary cycle.

### Transition from Primary to Secondary

The school organises a transition day for all Primary Year 5 (P5) pupils. Parents are informed during the school year. Special visits and arrangements can be made for pupils with specific needs. Transition meetings for P5 and Secondary Year 1 (S1) teachers take place before and at the beginning of the school year.

### Transition Coordination Between Primary and Secondary

There is close collaboration between the EdSup coordinator of the Nursery/Primary cycle and the EdSup coordinators of the Secondary cycle. At the end of the school year, the Primary EdSup coordinator organises the Advisory Group meeting for pupils in Year 5 (P5) receiving Intensive Support A. During these meetings, the transition is discussed among colleagues, parents, and EdSup coordinators from both cycles. For ISA pupils, another follow-up Advisory Group meeting is organised in October/November when the pupil enters Year 1 Secondary (S1). The Secondary EdSup and the educational advisor of S1 attends the Class Councils for P5 at the end of the school year.

## Assessment and Promotion of Pupils Receiving Educational Support

For the assessment and promotion of pupils receiving educational support while 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 is 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 Year 6 (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.

## European Baccalaureate

The European Schools are committed to ensuring that all pupils have the opportunity to demonstrate their abilities under assessment conditions that are as fair as possible. When standard assessment conditions could disadvantage a candidate, particularly those with special educational needs, thereby hindering their ability to showcase their level of attainment, special arrangements for written and/or oral examinations may be requested and authorised (see document 2012-05-D-15-en-8). Such requests must be submitted by 15 October when the pupil is in S5. It is important to note that these arrangements are not intended to compensate for any lack of knowledge or ability.

# SCHOOL LIBRARIES

## Nursery

### Location

The library is located next to the main entrance of the Nursery Building.

### Resources

The library resources cover all the languages of the Curriculum (CS, DA, DE, EL, EN, FR, HU, IT, SK, SLO, RU, CRO, MLT, and Irish). The collection primarily consists of materials suitable for early years.

### Purpose

The library is an excellent resource for the personal development of children. Pupils visit the library with their class teacher each week, learning how to behave in a library environment and selecting books for reading at home with their parents.

### Contact Information

Ms Cynthia WEBER – Library Assistant

[cynthia.weber@edu.eurisc.eu](mailto:cynthia.weber@edu.eurisc.eu)

### Opening Hours

Monday to Friday: 8:00 am - 12:00 pm

## Primary

### Location

The library is situated near the main entrance of the Primary Building. Room 102 is designated as the Reading Area, which provides a quiet space for reading or working on projects that promote reading activities.

### Resources

The library resources encompass all the languages of the Curriculum (CS, DA, DE, EL, EN, FR, HU, IT, SK, SLO, RU, CRO, MLT, and Irish). The collection includes both fiction and non-fiction materials for leisure and study purposes.

## Purpose

The library is a valuable resource for the personal development of children. Pupils visit the library with their class teacher according to the schedule provided at the beginning of the school year. During these visits, pupils gradually learn to:

- Handle books with care
- Develop a love for reading
- Expand their knowledge in an enjoyable manner
- Locate books needed for school projects

The library also supports teachers by providing:

- Resources for research and teaching projects
- Suitable books for second language instruction

Parents or legal guardians are responsible for replacing any lost or damaged books.

## Contact Information

Ms Lone Möller ANDERSEN – Librarian

**[lone.moller-andersen@eursc.eu](mailto:lone.moller-andersen@eursc.eu)**

Ms Maria VENETSANOY – Librarian

**[maria.venetsanou@eursc.eu](mailto:maria.venetsanou@eursc.eu)**

## Opening Hours

Monday to Friday: 8:30 am - 1:00 pm

## Secondary

### Location

The secondary school library is centrally located on the first floor (Level 1) of the school. The main entrance is immediately to the left as you descend the stairs from the main foyer of the secondary building.

### General Information

The secondary school library provides an ideal environment for reading, research, and study, featuring a diverse collection of over 29,000 books in multiple languages. Reflecting the school's commitment to multilingualism, students have access to literature and resources in French, English, German, Italian, Spanish, Czech, Romanian, Slovakian, Slovenian, Maltese, Danish, Greek,

Hungarian, Croatian, Luxembourgish and Irish. The library offers a comprehensive selection of reference books and materials suitable for both middle and senior year students. Equipped with a computerised loan system, students can easily borrow books using their student cards. The online catalogue of our collection can be accessed here:

<https://eel2.oliverasp.co.uk/library/home/news>

Additionally, photocopying facilities are available for students when necessary. The library is also equipped with computers to support research and study needs. A dedicated study area provides a quiet, focused environment for completing assignments and conducting research. The teacher librarian is readily available to assist teachers and students, particularly in developing information literacy skills essential for university preparation, and supports the effective integration of information literacy into the curriculum. The library helps organise and hosts literary events, author talks, and activities designed in collaboration with the teachers. Our library also coordinates and provides infrastructure to events organised by the school such as “Poetry Week” every March and the interdisciplinary event of PAM DAY every May. More specifically the library runs the following activities:

- Library Orientation visits
- Sessions on avoiding Plagiarism/ source citation/referencing/targeted research
- Class visits by school subject
- Class workshops involving research & the use of our library resources
- “Silent reading” visits of classes to promote philanagnosia (love of reading), and enhance reading comprehension skills
- Class visits selecting books to read at home
- Visits of poets, writers, and other literary personalities

### Library Rules

The library operates in full compliance with the ESL2 regulation, adheres completely to the ESL2 policy and its internal rules and follows its curriculum. To ensure a conducive environment for study and reading, pupils are expected to adhere to the following guidelines:

- Maintain respectful behaviour and keep silence.
- Treat library resources and equipment with care and ensure tables are left clean.
- Food or beverages are not allowed into the library.
- Refrain from playing games, including online games or games on their mobiles, within the library premises.
- Comply with all instructions given by the librarians.
- The library staff may ask a student to leave the library premises if they refuse to adhere to the above.

## Contact Information

Ms Anastasia THEODOROU – Teacher-Librarian

**[anastasia.theodorou@edu.eursc.eu](mailto:anastasia.theodorou@edu.eursc.eu)**

Ms Isabelle PIERARD – Library Assistant

**[isabelle.pierard@eursc.eu](mailto:isabelle.pierard@eursc.eu)**

## Opening Hours

Monday to Friday: 8:30 am - 4:30 pm



# MEAL ARRANGEMENTS

## Catering Provider

### **Sodexo Education Luxembourg**

39 rue du Puits Romain

Z.A. Bourmicht

L-8070 Bertrange

Questions/Answers: <https://sodexoeducation.lu/>

Contact Sodexo Education: <https://sodexoeducation.lu/contactez-nous/>

School Contact Information: Ms Sabrina GOLTRANT - Mr Gilles MONIN - Mr Jean-Marc MARCHAL  
via [ecoleeuropeenne2.lu@sodexo.com](mailto:ecoleeuropeenne2.lu@sodexo.com)

Registration: <https://sodexoeducation.lu/ecoles-europeennes-et-cpe/>

## Nursery Cycle

### Mealtimes, Prices, Menus, Registration, and Payment Terms

- Service Day: Monday only, from 12:00 pm to 1:00 pm.
- Meal Delivery: Meals are delivered to the classroom.
- Supervision: Provided by the teachers.
- Spread Meal: Free, includes seat, napkin, cutlery, glass, and water.
- Meals are eaten in the classrooms under the supervision of the nursery teachers.

### Menus

- Nursery and CPE Menu: <https://menus.sodexo.lu/?pdv=LU0024404>

### Registration, Payment Methods, and Meal Prices

- Details and Registration: <https://sodexoeducation.lu/ecoles-europeennes-et-cpe/>

## Primary Cycle

### Mealtimes, Prices, Menus, Registration, and Payment Terms

- Service Days: Monday and Wednesday, from 11:30 am to 1:30 pm.

- Meal Services: Three meal services are organised according to different cycles.
- Location: Primary cycle restaurant located in the Administration building.
- Supervision: Provided by the school's supervisory staff.
- Service Type: Self-service distribution areas adapted to children's age.
- Spread Meal: Free, includes seat, napkin, cutlery, glass, and water.
- Meals will be served in the canteen located in the administrative building. The meal schedule will be provided during the plenary meeting at the start of the school year.

## Menus

- Primary Menu: <https://menus.sodexo.lu/?pdv=LU0024403>

## Registration, Payment Methods, and Meal Prices

- Details and Registration: <https://sodexoeducation.lu/ecoles-europeennes-et-cpe/>

## Secondary Cycle

### Mealtimes, Prices, Menus, Registration, and Payment Terms

- Service Days: Monday to Friday, continuous service from 11:35 am to 2:00 pm.
- Location: Secondary school restaurant located in the Administration building.
- Service Type: Self-service format; pupils compose their meal tray according to their preferences.
- Menu Options: Hot menus, salads, and fruit are available. Breakfasts, sandwiches, and salads are also available in the cafeteria.
- Secondary school students who bring their own lunch: No charge for meals.
- Self-service and Cafeteria: Payment is made using the badge.
- Link to reload the badge: <https://sodexo-eelux2.moneweb.lu/clients#/login>

## Menus

- Secondary Menu: <https://menus.sodexo.lu/?pdv=LU0024402>

## Daily Offer Includes

- 1 Soup
- 3 Dishes of Your Choice: Europa Tour - 3 starches and 3 hot vegetables of your choice per day; Méditerranéo - typical dish from the Mediterranean basin; and Hoki Bowl - at least 1 vegetarian or vegan dish per day.

## Registration

- Service Provider: Sodexo provides the catering service for the European School of Luxembourg II and the Centre Polyvalent de l'Enfance (CPE).
- New Pupils Registration: A letter with a login and password is sent to parents to register their children online.
- Existing Pupils Renewal: Automatic renewal based on the previous year's package. An email confirming registration will be sent, with the option to change the package online: Sodexo Registration.
- Compulsory Registration Nursery and Primary Cycles: Registration with Sodexo is mandatory for validation of the children's registration.
- Primary Cycle Registration Requirements: Pupils must be registered for Monday and Wednesday meals in the Primary Cycle restaurant in the Administration building. Pupils bringing their own sandwiches or cold meals on these days must register as "Tartinistes".
- New Pupils Non-Registration Consequences: Parents' details are passed to Sodexo for invoicing unless otherwise required by law.

## Service *Tartinistes*

- Description: "Tartinistes" are pupils who bring their own sandwiches or cold meals.
- Usage: Available in Primary (Mondays and Wednesdays) and Secondary (daily) cycles.
- Service Details: Registration is mandatory for Nursery (Mondays) and Primary (Mondays and Wednesdays) pupils. The service is free and includes glass, water, cutlery, and napkin.

**Notes:** We do not allow dishes brought from outside to be reheated in the microwave.

## Hypoallergenic Meals

- Availability: Hypoallergenic meals are available for all cycles and CPE.
- Conditions: Served upon prior registration and validation by the school's medical service or the CPE's medical service. Refer to the school's memorandum/rules for medical and psychological services.

## Billing

### Nursery and Primary Cycles

Invoicing Schedule: Quarterly

<b>First Term</b>	September to December
<b>Second Term</b>	January to March/April
<b>Last Term</b>	March/April to early July

- Payment Method: Paid in advance to Sodexo via the website: Sodexo Payment.
- Adjustments: Changes are effective at the end of each term.
- Trip Deductions: Costs for school trips are automatically deducted.

### Payment Details

- Non-Reimbursable Meals: Meals not taken are non-reimbursable except for verified medical reasons.
- Nursery and Primary: Pupils bringing their own sandwich or cold meal on Monday and Wednesday must subscribe to the “Tartinistes” service.

### Secondary Cycle

- Payment Link: Secondary Payment Link.
- Badge Validity: The badge is valid for the entire school year.
- Reporting Issues: Email issues to [ecoleeuropeenne2.lu@sodexo.com](mailto:ecoleeuropeenne2.lu@sodexo.com). A €15 fee applies for lost badge replacement.
- Balance Policy: Remaining balance at year-end is carried over. Refund information for leaving students will be provided soon.

### Special Conditions

- Teacher Absence Protocol: Students should report to the educational advisers’ office and may stay in the cafeteria.

### Canteen Committee

- Purpose: Meets quarterly to discuss food service issues.
- Participants: Teachers, students, parents, and catering service members.
- Meeting Minutes: Available on the School website: <http://www.eel2.eu/en/page/canteen-committee>

### Canteen Conduct

- I wait patiently for my turn without fidgeting or pushing.
- I do not play with food and eat respectfully.
- I try a variety of foods to ensure I have a balanced and healthy diet.
- I clean up my area after eating, ensuring the table is left tidy.
- I speak quietly and use my indoor voice in the canteen.
- I walk calmly in the canteen and do not run.
- I follow all instructions given by the canteen staff and teachers.
- I dispose of any waste properly in the designated bins.
- I respect the space and the people around me at all times.

## SCHOOL FEES

Please note that detailed information regarding school fees and the different school cycles can be found on the following link: <https://www.eel2.eu/fr/page/minerval-frais-dinscription>. We encourage all parents to review this information to ensure they are fully aware of the fee structure and any applicable cycles.

For any questions regarding invoices related to enrolment and tuition fees, please send your inquiry to [MAM-TUITION-MINERVAL@eursc.eu](mailto:MAM-TUITION-MINERVAL@eursc.eu).

## Schoolbooks

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

Additionally, in certain subjects, books published by the European Schools are mandatory and are charged to the parents.

- *Intermath* for Mathematics in primary school.
- The Biology booklet for the Biology course (4 periods) is being distributed by the teachers.
- Photocopies made by teachers for their lessons are charged directly to families as part of an annual contribution.

## Diary

Pupils in both primary and secondary school must maintain a diary, where lessons and homework are recorded neatly. In secondary school, homework assignments are also uploaded to SMS-My School.

## Calculators

All pupils from years S1-S7 are required to have a calculator. The required model according to the level will be specified on the list of books available on the school's website.

## Physical Education and Swimming (Primary and Secondary Cycles)

### Physical Education

Required clothing for sports includes:

- Gym or sportswear
- Tights, shorts, or jogging pants (no jeans) and a t-shirt
- A pair of clean sports shoes used exclusively for the course
- A 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 allowed
- Appropriate shoes for the swimming pool (primary cycle)
- Bath towel

## Lockers

The use of lockers in the secondary school 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, which is the only place where personal belongings can be securely stored. Please note that the school cannot be held responsible for the loss or damage to students' property. A non-reimbursable service charge is payable for each student. Students are not allowed to share lockers.

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

The school management may inspect locker contents (in the presence of the owner) to ensure hygiene and security.

## Badges

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

All students must display their badges when entering and leaving school to assert their rights of passage. The school management has instructed security guards to monitor the indicated authorisations. If inconsistencies are found, the student will be referred to the counsellor's office for further clarification and validation of data.

Please note, holding a badge does not in itself grant access to the site's entrances and exits or the right to circulate beyond the areas designated for the secondary cycle. This badge is also used for the canteen (see *Meal Arrangements*). Any request for a badge renewal will incur a fee.

## School's Medical Service

The school provides a medical service that oversees medical check-ups and maintains pupils' medical records. The service operates during the class hours of the corresponding school cycle and ensures both emergency and everyday medical needs are addressed.

The school's medical service does not conduct medical consultations. If a pupil's health requires consultation, it should be carried out by the pupil's attending physician. Parents are requested not to send sick pupils to school. Pupils who arrive at school unwell should be picked up by their parents/guardians as soon as possible.

Medication will only be administered with 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 for internal use only. For instance, if your child needs a wheelchair for school use, even temporarily, please consult your child's attending physician.

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

## Medical Check-Up and Record

### Frequency of Medical Check-Ups

- Nursery and primary: Medical examinations in P1, P3, and P5
- Secondary: Medical examinations in S2, S4, and S6

Regarding medical records:

- The medical service does not accept the original vaccination card and is not responsible for its loss.
- No copies of the vaccination card will be issued by the medical service.
- When a pupil leaves school, parents must collect the medical school record from the medical service.

### Course of a Medical Examination

#### **Step 1: Preparation Visit by School Nurses**



- Pupils are in their underwear
- Verification of the vaccination booklet
- Checking weight and height of pupils
- Conducting eyesight tests
- Checking blood pressure
- Performing urine tests (using previously collected samples)
- The preparation takes approximately 5 minutes per child: children are then called back a few days later for the medical examination with Dr Panosetti

## **Step 2: Medical Examination by the School Doctor**

These visits occur every two years, starting in M1 and continuing in primary and in secondary schools.

Nursery and primary visits are held on two mornings per week.

The doctor carries out the following examinations, as specified on the sheets distributed to parents before each medical examination:

- General condition and skin examination
- Cardiopulmonary auscultation
- Abdominal examination
- Examination of ears, throat, and teeth
- Examination of external genitalia (only for boys)
- Examination of the spine
- Examination of the musculoskeletal system

Children are received by the nurse in groups (separating girls and boys) and examined individually in their underwear by the doctor. After the visit, a letter with necessary information is sent to the parents.

## Care and Support

The school's medical service will handle:

- Accidents at school
- Illnesses occurring at school
- Medical processing as part of an individualised support plan (P.A.I.)
- Occasional medical treatments with a medical prescription

The service will not handle:

- Administering medical treatments without a medical prescription
- Medical issues occurring outside the school environment (e.g., at home, on weekends).
- Administrative or medical follow-up, such as checking the student's health status, writing excuses for sports or extracurricular activities, etc.

The school's medical service provides emergency "care" but does not conduct medical follow-up. If a pupil's health state indicates that they should not remain in school, the pupil must be picked up by the parent/guardian as soon as possible. Nursery and primary pupils are not allowed to have medication in their schoolbags.

## Accidents

If an accident occurs at school, the school may request assistance from emergency services. The care and transport of pupils to the on-call hospital unit are provided by ambulance attendants.

Parents/legal representatives are notified by phone of:

- The accident
- The care provided
- Any follow-up required (concerning health status or accident declarations)
- The location to which their child has been transferred

In the event of a school accident or an accident on the way "home-school-home," parents must contact the nurse of the concerned cycle within 3 working days following the accident, providing all related information for the School Accident Report. Failure to declare an accident will result in invoices and medical expenses not being reimbursed by the Accident Insurance Association (AAA).

## Notifiable (Contagious) Diseases

The medical service does not conduct medical diagnoses, which must be performed externally. If a child contracts a reportable or contagious disease, parents must notify the school immediately and comply with school eviction rules as indicated in the medical certificate. No information about the infected pupil or the infection's circumstances will be shared outside the school's medical service and the directly concerned administrative staff. The school will only communicate internally upon request or recommendation from the Ministry of Health in the interest of the school population.

## Children with Special Health Needs

Pupils requiring special care or protection must have an individualised support plan (P.A.I.) provided at the beginning of the school year or when such protection is required. This is mandatory; no exceptions are made. Without an individualised support plan (P.A.I.), the school assumes that the pupils do not require treatment. For further information, contact your child's attending physician or visit:

<https://guichet.public.lu/fr/citoyens/famille/parents/assistance-enfance/projet-accueil-individualise.html>

The school will organise a consultation meeting with those concerned and directly interacting with the pupil as part of implementing each individualised support plan (P.A.I.). Individual and prescribed medications will only be administered if a complete medical kit and emergency protocol are provided to the medical service.

## Food Allergies and Intolerances

Pupils with food allergies and/or intolerances can benefit from hypoallergenic meals or choose to bring their own lunch from home as a “tartiniste.” In case of food allergy and/or intolerance, parents are responsible for:

- The registration
- The request for hypoallergenic meals or “tartinistes” meals from the canteen company

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.

## Social and Psychological Service

The school has a psychological service. The intervention of this service consists mainly of:

- Providing support for pupils' educational, emotional, and behavioural difficulties.
- Participating in procedures for specific school needs.
- Supporting 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 is connected with various social and psychological services. Parents of children with learning or behavioural problems are encouraged to contact the educational advisers, the assistant deputy director or the deputy director for the secondary cycle, or the classroom teachers for the primary cycle, the assistant deputy director or the deputy director for the primary cycle.

## CareTEAM

To enhance communication between medical and psychological services, a Care Team has been established, fostering cooperation between the school doctor, nurses, and school psychologist. Regular meetings are organised throughout the school year. For the secondary cycle, this also includes the input of all educational advisers.

## Well-being of Pupils

The ethos of the European School Luxembourg II is based on mutual respect among all members of the school community, promoting self-respect and preserving pupils' right to emotional and physical privacy. The school prioritises a culture of acceptance, tolerance, and respect, involving all community members (pupils, parents, teachers, management, nurses, duty teams). Teachers in all cycles (nursery, primary, and secondary) create an atmosphere of support and empathy through various projects, workshops, common projects (e.g., KiVa project, peer mediation), and class-independent actions. Secondary school activities focus on drug prevention and sexual education, conducted with local experts (police, *Planning Familial*, etc.).

Establishing a positive school climate involves staff meetings, class and parent meetings, and newsletters to families. Reinforcing positive social interactions and inclusiveness is integral to this culture. School staff regularly informs parents, makes them feel welcome, and treats them as partners. Parents' active collaboration is essential in encouraging a peaceful atmosphere within the school. They must engage with the school, respect class rules, set good examples, and be respectful, supportive, positive, and collaborative. Parents can further contribute to a positive school climate through the parent association (APEEEL2), volunteering, and school improvement events, helping achieve goals like creating a safe learning environment and promoting cooperation, self-confidence, and well-being.

Any information raising concerns about a pupil's welfare and protection is shared with the appropriate school staff, and all allegations are treated seriously. Personal freedom and human dignity are fundamental human rights, with child rights and protection being paramount in conflicts. Sensitivity and understanding in child protection cases are crucial. According to the

Child Protection document of the European Schools, the school's role is to provide appropriate education for all pupils.

Our aim is to foster a culture of openness, where all community members feel safe to express concerns without fear of retaliation or humiliation, confident that they will receive a serious, sensitive, and professional response from the social and psychological service members.

## Peer Mediation (S-TEAM)

S-TEAM mediation is youth problem-solving with the help of other youth. It is a process by which two sides having an argument meet in the school's S-TEAM Mediation office, which provides a private, safe, and confidential setting. They work out their problem with the assistance of two trained mediators in our secondary school.

### The aim

- Find a solution that both sides are happy with, and which will avoid further arguments
- Improve the overall school atmosphere
- Stop bullying in our school

### Benefits

- Reduces disciplinary measures
- Reduces the number of conflicts
- Empowers students to learn to resolve disputes by themselves

### S-TEAM Mediation project

- The S-TEAM Mediation project in our school has been running since September 2012.
- The S-TEAM Mediators of European School Luxembourg II have elected representatives who, with the help of the coaches, run the project throughout the school year.
- Each mediator has followed an in-school training programme, plus a three-weekend training programme, organised by the SNJ & S-TEAM (former Peer Mediation) Luxembourg.
- All qualified mediators have a mediator's diploma.
- The S-TEAM Mediation office is regularly open, and a pair of mediators are there ready to help.
- The mediators are supported by three trained coaches: Ms Morawska, Ms Wunsch, and Mr Nestoras.

## KiVa

KiVa is an innovative, school-based anti-bullying programme developed using cutting-edge research on bullying and its mechanisms.

### Prevention, Intervention, and Monitoring

KiVa is an evidence-based programme designed to prevent bullying and tackle cases of bullying effectively. Prevention is crucial, but intervention is equally important, as no prevention effort will completely eliminate bullying. Therefore, KiVa provides tools to address bullying when it occurs. Additionally, KiVa includes constant monitoring of the school's situation and the changes over time, facilitated by online tools. These tools generate annual feedback for each school regarding their programme implementation and the outcomes achieved.

### The Main Components of KiVa

The KiVa programme includes targeted actions to prevent bullying and address identified cases of harassment. Throughout the school year, teachers in both primary and secondary schools deliver KiVa lessons as part of the prevention efforts. The KiVa coordinators ensure the implementation of general actions and community events for all students. These actions involve initiatives aimed at influencing group norms, teaching all children to behave constructively and responsibly, discouraging bullying, and supporting potential victims.

### Measures for Individual Cases of Bullying

The KiVa programme not only focuses on preventing harassment but also deals with individual cases as effectively as possible. Our school has a KiVa Team comprising teachers and other adults who are well-versed in measures to handle individual cases of bullying. They serve as experts on bullying-related issues within the school.

### Materials for Teachers, Students, and Parents

KiVa provides extensive materials for teachers, students, and parents, including manuals, videos, online games, surveys for students and staff, posters, vests, and a parents' guide.

For more information, please visit the KiVa website: <https://www.kivaprogram.net>

For the parents' guide, visit: <https://www.kivaprogram.net/parents-guide/>

Everyone has a role to play in preventing harassment. KiVa is not a one-year project but a permanent part of the school's anti-bullying work.

## EUROPEAN HOURS

European Hours is a programme that embodies a key philosophy of the European Schools. It enables students to engage in multidisciplinary activities that are linked to the curriculum but are not necessarily confined to a single subject area.

*Refer to the European Hours Programme for the Primary Cycle of the European Schools (2016-08-D-17-fr-3)*

The European Hours programme also provides opportunities to:

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

It is not a language course, but rather an educational opportunity for personal and cultural exchange. Students are encouraged to actively participate, get to 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 recognising the transnational nature of European identity.

Who is it intended for?

All students in the P3, P4 and P5 of Primary School.

What are the benefits?

The European Hours programme 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.
- Encourage students to actively participate in their own learning by seeking out diverse experiences and interactions.
- Provide opportunities for different teachers to get to know one another, 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.

What are the main objectives?

The European Hours programme is designed to:

- Develop a European identity based on the students' own cultural identities.

- Foster intercultural skills, such as understanding, respect, and acceptance of oneself and others.
- Create and nurture an intercultural environment that values differences and seeks common ground.
- Deepen the concept of a European identity.
- Promote mutual appreciation and cooperation among students.
- Lay the foundation for personal and social development.
- Enhance students' capacity for initiative, independence, and solidarity.

What does the European Hours programme take place?

The programme takes place during two consecutive 45-minute periods each week (Wednesdays from 2:45 pm to 4:30 pm), with a 15-minute break in between.

Which students participate in the programme?

Students participate in European Hours in their L2 (second language). There are European Hours groups in L2EN, L2DE, and L2FR at each year level (P3, P4, P5).

What languages do the European Hours teachers use for their classes?

Teachers are required to communicate in the designated L2 language. They may also use the vehicular languages of the school and other verbal or non-verbal methods to communicate with pupils.

What kinds of activities are possible?

The subject European Hours aims to develop a European competence, which includes European thinking, European feeling, and European action. Key components of this are: knowledge, attitudes, and skills.

The curriculum for European Hours specifies the subject areas for grades P3 to P5. From these areas, topics are selected to educate pupils to become Europe-competent individuals.

How is the scheduling organised?

The school year is divided into six periods, following a plan created by the European Hours coordinator and the Deputy Director. Groups change teachers for each period, allowing students to experience a variety of activities, approaches, and teaching methods.

Where are classes held?

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



Is there an evaluation for students?

Yes, students are evaluated halfway through the year and at the end of the year on their acquired skills, based on the corresponding interdisciplinary skill sets outlined in the School Report.

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 pedagogical secretaries.

# SCHOOL TRIPS

## Primary

School trips are an integral part of the school curriculum and are therefore compulsory.

To be excused from a school trip, a medical reason is required. A request must be submitted to the Direction and justified by the submission of a medical certificate; the Management reserves the right to request a meeting with the parents.

It is the responsibility of the parents to take out cancellation insurance.

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

## Green Classes

The pupils in Years 3 participate in Green Classes organised by the school. Parents will receive detailed information about these journeys in due time.

## Sea Classes

At the end of the school year, pupils in the Year 4 spend one week on the Belgian Coast.

## Snow Classes

Snow Classes are organised for all Year 5 pupils and last about five to six days. The trip will be by bus. The price will be fixed later. The administration and the Direction remain at the disposal of families who wish to have more information on the school trips.

## Insurance

In the event of an accident, each student must be in possession of their European Health Insurance Card (or its equivalent) to present to the emergency services, hospital, or doctor. The Association Assurances Accidents (AAA) is the organisation in charge in case of an accident with injury and intervenes according to the rates of the visited country. For more information, please visit: <https://aaa.public.lu/fr/accidents-maladie-pro/accidents-scolaire-periscolaire.html>

The school also has civil liability insurance with “La Luxembourgeoise” which can intervene, on a case-by-case basis, in addition to the AAA.

## Repatriation

In the event of an accident requiring repatriation, everything is decided on a case-by-case basis and according to the degree of seriousness of the injuries. The local hospital contacts the hospital

in Luxembourg to determine how and when the child will be repatriated (helicopter, ambulance, taxi, etc.). The insurance will only reimburse if the local doctor issues a repatriation order. Afterwards, there will be a medical check-up to determine how much the insurance will pay, but there is always a part to be paid by the parents.

### Private Travel Insurance

For those who wish to do so, they can take out a private supplementary insurance policy. For example, DKV: <https://www.dkv.lu/fr/products/travelinsurance-fr/travel/>

### Terms of Payment

Invoices for trips will be sent to parents by post. The invoice must be paid before the departure of the school trip.

When paying, please mention the structured reference number indicated on the invoice without any additions or gaps (e.g. 22xxx 2xxx NAME First name of the pupil).

Please make your payments for school trips to the following account:

**IBAN:** LU850019245538573000

**BIC:** BCEELULL

**Receiver:** EUROPEAN SCHOOL Luxembourg II

### Social Funds

The Social Fund is intended for families facing severe financial difficulties, primarily to help them benefit from a potential reduction on the most expensive school trips.

This fund is fairly limited as it is financed by a small percentage deducted from the turnover of the school's vending machines.

Only families who already receive a social reduction on their school fees are eligible.

For each application, a form, available on the school's official website, must be completed, including all supporting documents related to household income. The completed form should be sent to the following address:

European School Luxembourg II  
Fonds social – Voyages scolaires  
6 Rue Gaston Thorn  
Bertrange L-8268  
Luxembourg

## Secondary

School trips are an integral part of the school curriculum and are therefore compulsory.

To be excused from a school trip, a medical reason is required. A request must be made to the Direction and justified by the submission of a medical certificate. The Management reserves the right to request a meeting with the parents in case of withdrawal.

It is the responsibility of the parents to take out cancellation insurance.

Medical expenses during school trips are to be borne by the pupil's parents or legal representatives.

When travelling, each student must possess the following documents:

- Valid passport or identity card (original) (Note: a copy of either the passport or identity card is also to be provided to the accompanying teacher)
- Parental authorisation signed by the child's commune of residence
- European Health Insurance Card or its equivalent (in the event of an accident, this card must be presented to the hospital, emergency room, or doctor to receive reimbursement)
- Medical liaison form
- Other authorisation forms to be signed by the parents/legal representatives provided by the organising teacher/s

### S2 Trip

In the second year, there is a 2-to-3-day trip in May.

### S5 Trip

In the fifth year, there is a 2-day trip with the Biology class at the end of April or the beginning of May.

### S6 Trip

In the sixth year, there is a 1-week trip at the end of April or the beginning of May.

### Outings and Trips Linked to a Subject

Many outings and several school trips linked to specific subjects are organised throughout the school year. For insurance purposes, any trip or outing, even when it occurs outside of lesson time, must be authorised by the School Director and the pupils' parents. Teachers can exclude from a trip any pupil who represents a risk to the group.

### Zero-Tolerance Policy on Alcohol and Substance Abuse

A zero-tolerance policy on alcohol and substance abuse is applicable during any school trip organised by the European School Luxembourg II. This means that the consumption or possession of alcohol or any illegal substances is strictly forbidden. Any breach of this rule will lead to severe sanctions. The organisers of the trip will ask students and their parents to sign a form regarding the alcohol and substance abuse policy, confirming their awareness of the rules and the consequences of violating this policy. If the signed form is not submitted prior to the trip, participation in the trip will be refused.

### Payment Conditions

Invoices for trips will be sent to parents by post. The invoice must be paid before the departure of the school trip.

When paying, please mention the structured reference number indicated on the invoice without any additions or gaps (e.g., 22xxx 2xxx Surname and Name of the pupil).

Please make your payments for school trips to the following account:

**IBAN:** LU850019245538573000

**BIC:** BCEELULL

**Receiver:** EUROPEAN SCHOOL Luxembourg II

### Insurance

In the event of an accident, each student must be in possession of their European Health Insurance Card (or its equivalent) to present to the emergency services, hospital, or doctor. The Association Assurances Accidents (AAA) is the organisation responsible in the event of an accident with injury and intervenes according to the rates of the visited country. For more information, please visit: <https://aaa.public.lu/fr/accidents-maladie-pro/accidents-scolaire-periscolaire.html> The school also has extra civil liability insurance which can intervene, on a case-by-case basis, in addition to the AAA.

### Repatriation

In the event of an accident requiring repatriation, everything is decided on a case-by-case basis and according to the degree of seriousness of the injuries. The local hospital contacts the hospital in Luxembourg to determine how and when the child will be repatriated (helicopter, ambulance, taxi, etc.). The insurance will only reimburse if the local doctor issues a repatriation order. Afterwards, there will be a medical check-up to determine how much the insurance will pay, but there is always a part to be paid by the parents.

## Private Travel Insurance

For those who wish to do so, they can take out a private supplementary insurance policy. For example, DKV: <https://www.dkv.lu/fr/products/travelinsurance-fr/travel/>

## Social Funds

The Social Fund is intended for families facing severe financial difficulties, primarily to help them benefit from a potential reduction on the most expensive school trips.

This fund is fairly limited as it is financed by a small percentage deducted from the turnover of the school's vending machines.

Only families who already receive a social reduction on their school fees are eligible.

For each application, a form, available on the school's official website, must be completed, including all supporting documents related to household income. The completed form should be sent to the following address:

European School Luxembourg II  
Fonds social – Voyages scolaires  
6 Rue Gaston Thorn  
Bertrange L-8268

## Insurance in Case of a School Accident

### Definition of a School Accident

A school accident is characterised by the sudden occurrence of a physical injury due to an external cause. School accidents should not be confused with pre-existing injuries or illnesses.

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 organised by the school and by the Parents' Association
- Visits, outings, excursions, and school trips
- On the direct route between home and school, and vice versa

### Mandatory School Accident Report

In the event of a school accident, parents must contact the nursery of the concerned cycle within three working days following the accident. They must provide all the necessary information related to the accident for the school to draw up a school accident report. Without this accident report, invoices and medical expenses related to the accident will not be reimbursed by AAA.

### Accidents During a School Trip or S5 Work Experience

During a school trip or the compulsory S5 work experience placement, each student must have their European Health Insurance Card or its equivalent. In the event of an accident, it is essential to present this card at the hospital, emergency room, doctor, etc.

### Responsibility of the School

The school's role is to draw up an Accident Declaration and transmit it to the insurance companies as soon as possible. Thereafter, due to the General Data Protection Regulation, exchanges will be between the insurance company and the parent/guardian responsible for the pupil.

### Insurance in Charge

The AAA intervenes according to the rates of the visited country but does not guarantee 100% reimbursement. If, for any reason, the AAA does not intervene, the school will activate its supplementary Public Liability Insurance, which will decide, on a case-by-case basis, whether to

proceed favourably or not with the claim. For those who wish, they can take out private insurance. Examples: DVK (LU) or CMCM (LU).

## Repatriation

In the event of an accident requiring repatriation, everything is decided on a case-by-case basis and according to the degree of seriousness of the injuries. The local hospital contacts the hospital in Luxembourg to determine how and when the child will be repatriated (helicopter, ambulance, taxi, etc.). The insurance will only reimburse if the local doctor issues a repatriation order. Afterwards, there will be a medical check-up to determine how much the insurance will pay, but there is always a part to be paid by the parents.

## Material Damages or Deteriorations

Students and their parents are strongly recommended not to bring valuables such as mobiles, tablets, and iPods to school.

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

Material damage resulting from an involuntary school accident without injury will not be covered by the insurance.

Material damages or deteriorations caused by students must be covered by their parents, who will be notified and receive an invoice to repair or replace the equipment.

## Responsibility of the School

The insurance and the school decline any responsibility in case of theft or loss of objects. Students and their parents are strongly recommended not to bring valuables to school and not to leave money lying around.



### Insurance in Case of a School Accident

Any change of address, email, employer, or private and 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 email address: [ana.neves@eursc.eu](mailto:ana.neves@eursc.eu)

### Legal Documentation of Family Changes

Any change in family situation (such as divorce, custody arrangements, etc.) must be substantiated by legal documents. Additionally, changes in residence must be verified with a Certificate of Extended Residence or Household Composition from the local commune.

## Valuing Parental Involvement and Community

At our school, we deeply value parental involvement, recognising it as a cornerstone of our educational community. We believe that a strong partnership between parents, educators, and students enhances the learning experience and fosters a supportive environment. By actively participating in school activities, parents contribute to a vibrant community that promotes educational excellence and holistic development. This collaboration ensures that every child receives the best possible education and support, reinforcing the importance of a united community in achieving our shared educational goals.

## Information Evenings

At the beginning of the school year, an information evening will be organised for each class. During this evening, parents will receive all the necessary information regarding the functioning of the class and their child's work, as well as more general information about the school. It is also an opportunity to meet other parents. Please refer to the school calendar for the specific dates.

## Parent-Teacher Meetings

Throughout the school year, parent-teacher meetings will be organised to discuss students' progress. Detailed communications will be sent out in advance. Please also consult the "Parent-Teacher Meetings" table on the school calendar for specific dates and times.

## Class Representatives and Parents' Association (APEEEL2)

At the beginning of the school year, each class will elect two parent representatives who will act as liaisons between the class and the school administration. These representatives will communicate any needs or issues to the teachers and the school. You can find more information about class representatives here: <https://www.apeeel2.lu/classreps/>

The Parents' Association represents the broader parent community's needs, is actively involved in school life, and communicates any general concerns or needs regarding the school environment and daily operations. More information can be found on their website: <http://www.apeeel2.lu/>

Any parent who is a member of APEEEL2 can apply to join the Parents Association's Management Committee. Elections are held every year in June if the number of applicants exceeds the number of available positions. Any parent who is a member of APEEEL2 can also join one of our working groups, even if they are not elected to the Management Committee.

The APEEEL also organises extracurricular activities, details of which are available at: <https://www.apeeel2.lu/activites-periscolaires/>

## Parents' Cooperation and Participation

Beyond attending scheduled meetings, parents are often invited to assist with specific events. This might include chaperoning field trips, helping with class parties, accompanying children to the library, or, starting in M2, accompanying children to swim classes. Teachers rely on parents' goodwill to help maintain a smoothly running classroom and a positive atmosphere.

APEEEL2 also organises various events where calls for volunteers are regularly made (such as Career Day for secondary pupils, school open days, second-hand school book sales, etc.). Additionally, APEEEL2 arranges conferences for parents on a range of topics related to education or prevention.

## Library

The Nursery Library contains books and materials for all Nursery language sections, while the Primary Library offers resources for all Primary language sections. Classroom teachers work with librarians to inform families about how to use these resources effectively. The operation of the libraries depends greatly on parent volunteers and their association, «Les Mots de Zaza Lux2». The school encourages parents with available time to join this volunteer association. The school librarians, who work part-time, will assist with introductions to the «Les Mots de Zaza Lux2» association.

## Parents' Financial Contribution

The school allocates funds annually for the purchase of small school supplies and educational materials.

Throughout the year, Nursery and Primary classes may organise activities that require additional financial contributions from families. Instead of collecting money for each occasion, families may choose to establish a class fund, managed by a class treasurer appointed at the first school meeting. During this meeting, parents will also decide on the contribution amount based on the

teacher's suggestions. Teachers do not have direct access to the class fund but will coordinate with class parents and the treasurer regarding fund expenditures.

Invoices sent to parents during the school year are not covered by the class fund and may include costs for copies, Intermaths, and school insurance in Nursery and Primary. In Secondary, these invoices may also cover the use of lockers, copies, insurance, and student cards.

Parents must also budget for:

- School books at the beginning of the school year (school book lists are usually published around 20 June on the school website for both primary and secondary cycles)
- School trips (please refer to the *School Trips* section in this memorandum)
- The canteen (please refer to the *Meal Arrangements* section in this memorandum)

## SCHOOL PARTNERSHIPS

### APEEEL2: Association des Parents d'Élèves de l'École Européenne Luxembourg II

The Parents' Association of the European School Luxembourg II (APEEEL2) warmly welcomes new families to the school community. APEEEL2 is a non-profit organisation, registered under Luxembourgish law. It represents all parents of the European School Luxembourg II and is the only organisation officially recognised by the statutes of the European Schools. The association serves as the voice for parents across all language sections, including those of SWALS (Students Without A Language Section) and ONL (Other National Language), as well as pupils attending the European School Luxembourg II in Bertrange-Mamer.

#### Get Involved

Active participation in organising activities, events, and projects is highly encouraged. APEEEL2 is directly involved in the decision-making process concerning all aspects of school life, serving as a conduit for ideas and suggestions, addressing questions, and highlighting specific issues. All work carried out by APEEEL2 is done on a voluntary basis. The decision-making body of APEEEL2 is the Management Committee (MC), which consists of up to 21 elected voting members. One-third of the Management Committee is renewed annually, with a call for candidates typically issued in April or May. Elections are held in June if the number of applicants exceeds the number of available positions.

#### Services

**Périscolaire Activites:** All périscolaire activities for pupils in the three pedagogical cycles are managed by APEEEL2, which offers a wide range of sports, artistic activities, language lessons, coding, and private music lessons. These activities are available to all Luxembourg II pupils. Pupils attending CPE can participate in extracurricular activities directly from CPE. APEEEL2 provides an accompaniment service specifically for nursery children. Primary school pupils who are not authorised to attend CPE can also benefit from the APEEEL2 Accueil Périscolaire service, which supervises primary school pupils after school so they can join their extracurricular activities. However, the Accueil Périscolaire service has limited capacity.

**School Transport:** Bus transport to the school is managed, including the Bertrange/Mamer communal buses and the RGTR lines No. EE1 to EE8, which are free of charge. More information can be found here: <https://www.apeeel2.lu/transport-to-lux-2/>. For details on paid buses No. 71 to 87 and other shuttle services, please visit ATSEEE's website: <https://atsee.eu/>.

**CPE (Centre Polyvalent de l'Enfance):** The CPE is operated by the European Commission for children whose parents work for EU institutions. For any inquiries regarding the CPE, please contact them directly.

### Périscolaire Registrations

APEEEL2 membership is required before any registration can be completed (50€ per year per family). Membership fees must be paid by 1st September at the latest. Due to administrative constraints, memberships will not be validated if payment is made within two working days of the opening of the Périscolaire reservations or on the day of opening. It is strongly recommended to set up a standing order with your bank to ensure account validation before online reservations open, which is currently scheduled for around mid-September. For more information, please visit: <https://www.apeeel2.lu/apeeel2-membership/>.

The Périscolaire programme is usually available at the beginning of September, with registration opening in mid-September.

### Contact Information

**Email:** office@apeeel2.lu

**Telephone:** +352 273 224 5127

The Secretariat is closed for the summer holidays.

### Action Sans Frontières

#### ***Aktion Ohne Grenzen – Actions Without Borders***

Actions Sans Frontières (ASF) in Luxembourg, comprises pupils, parents, teachers, and staff members from the European Schools in Luxembourg. The association is dedicated to supporting specific projects that benefit children in developing countries.

#### Objectives

**Raising Awareness:** To increase awareness among pupils about issues such as poverty in less developed countries. This involves fostering a sense of solidarity and encouraging a desire to share, enabling pupils to get involved in development aid and to support children in need.

**Fundraising:** To raise funds for projects in developing countries. All funds collected are donated to precise, practical projects with a clear, limited timeframe for completion. ASF monitors the progress and realisation of these projects.

## ASF since COVID-19

The 2020-2021 academic year was exceptionally challenging due to the Covid-19 pandemic. All activities involving student gatherings were cancelled, which prevented ASF from holding its usual fundraising events, such as the Christmas Market, Primary and Nursery Sports Days, Secondary Discos, cake sales during theatre shows and concerts, and information and cultural discovery stands at the school fêtes in the two European Schools in Luxembourg. This disruption led to a decrease in funds raised compared to previous years. However, ASF continued its mission by soliciting donations, and, thanks to the generosity of donors and supporters, most pre-pandemic activities gradually resumed. In September 2021, the ASF Committee welcomed many new members. Despite these changes, the core mission was successfully achieved: in spring 2022, €8,700 was raised through the sale of T-shirts and flasks to support Ukrainian refugees at the Polish border. The first major post-Covid event was the Christmas Market 2022 at Lux II, which saw approximately 3,700 participants and raised €29,342.

## Achievements

Thanks to the generous donations from parents, teachers, pupils, and other supporters, ASF raised €31,939 during the 2022-2023 school year. These funds were allocated to various projects in Tanzania, Bosnia and Herzegovina, Chad, Senegal, Congo, and Colombia, as well as for emergency aid to victims of the earthquake in Turkey and Syria.

## Looking Ahead

ASF is eagerly anticipating the return of the Christmas Market in 2024 at Lux II. While awaiting further details, all members of the school community are encouraged to join ASF, with registration free of charge. Anyone interested in volunteering their time, sharing their skills, supporting a good cause, or simply staying informed through the Newsletter is warmly welcome.

## Contact Information

Ms Marie SVOBODOVÁ - President

[asf.lux1.lux2@outlook.com](mailto:asf.lux1.lux2@outlook.com)

Ms Mónica DOMÍNGUEZ-PÉREZ - Vice-President Lux I

[asf.lux1.lux2@outlook.com](mailto:asf.lux1.lux2@outlook.com)

Ms Corinne COUGNON - Vice-President Lux II

[asf.lux1.lux2@outlook.com](mailto:asf.lux1.lux2@outlook.com)

## Fairtrade

Since 13 February 2015, our school has been proud to be certified as Fairtrade. This certification is the result of a collaborative effort by the school administration, teachers, parents, and especially the passionate commitment of our pupils.

### Our History

The project began during the 2012/2013 school year. The Italian S3 class initiated the fairtrade project. The concept was explored, and information was gathered. A logo was created for the Christmas Market at Lux II school in Mamer, with the slogan: “Not for us but for them.” The logo became a symbol of our commitment, printed on t-shirts and other materials.

### Current Initiatives

The goal of the Fairtrade Committee is to raise awareness within the school community about the principles of fair trade through various activities. Our committee, made up of 20 pupils, alumni, and teachers, is active during various events at our school.

### Events and Activities

**Christmas Market:** Raising awareness about cocoa, tea, coffee, and sugar. Selling cakes made with Fairtrade ingredients.

**Valentine’s Day:** Selling Fairtrade roses from Kenya for the secondary cycle.

**Mother’s Day:** Selling Fairtrade roses from Kenya for the nursery and primary cycles.

**Fairtrade Weeks:** The month of May is dedicated to raising awareness about fair trade. Our Fairtrade ambassadors visit primary and secondary classes to educate pupils about fair trade through presentations.

A **treasure hunt** to raise awareness of fair trade within the school community.

A Fairtrade **graduation ceremony** and **breakfast** featuring Fairtrade products.

### Fairtrade Products at School

Fairtrade products are available in our school canteen, including coffee, tea, chocolate, sugar, bananas, rice, and chocolate bars.

### Other Initiatives

**Forum:** Participation in the Fairtrade Forum organised by Fairtrade Luxembourg.

**Class Workshops:** Football manufacturing, fairtrade cotton and fast fashion, as well as training sessions conducted by members of *fairtrade.lu*.



**Informative Panels:** Created by pupils to educate about the concept of a “Fairtrade School.”

**Fairtrade certificates:** Awarded to all pupils who actively participated throughout the year.

#### Contact Information

Ms Elisabetta DI SALVATORE

[elisabetta.di-salvatore@teacher.eursec.eu](mailto:elisabetta.di-salvatore@teacher.eursec.eu)

# SCHOOL COMMITTEES

## The Health and Safety Committee

The Health and Safety Committee is established to address all matters pertaining to the health, safety, and well-being of everyone on the school site.

### Objectives

- Analysis of working conditions and associated risks
- Development of violence prevention and awareness campaigns
- Ensuring compliance with regulatory requirements through inspections and inquiries
- Investigation of accident circumstances and causes
- Providing consultative advice during significant planning phases

The committee aims to facilitate dialogue on health and safety issues among all key stakeholders, including students and parents.

### Meeting Schedule

The committee convenes at least twice and no more than four times per academic year.

## The Canteen Committee

The Canteen Committee consists of representatives from parents, teachers, pupils, school staff and management.

### Objectives

- To ensure the quality of the school catering service
- To make decisions that benefit both children and staff who have lunch daily

### Meeting Schedule

The committee convenes at least twice and no more than four times per academic year.

### Post-Meeting Procedures

Meeting reports are published online on the school's website.

## The Educational Council

*Refer to General Rules of the European Schools 2014-03-D-14-fr-1*

Two Education Councils are established in each school:

- Education Council for Nursery and Primary Schools
- Education Council for Secondary School

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

For the Nursery and Primary cycles, the Council meets normally in September, December, in March and in June. These dates are indicative, changes may occur (please consult the School Calendar).

For the Secondary cycle, the Council meets every mid- term (please consult the School Calendar).

### Objectives

- 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.

## The Secondary Advisory Council

*Refer to Reform of the European Schools System 2009-D-353-en-4*

### Composition

- Director
- Deputy Director and Assistant Deputy Director for the Secondary
- Deputy Director and Assistant Deputy Director for the Primary

- Bursar
- Two representatives of the Staff Committee: one for the nursery-primary, one for the secondary
- Two Primary Education Committee representatives
- Two Secondary Education Committee representatives
- One locally recruited teacher representative
- One AAS representative
- Parents Association President and Vice-President
- Two student representatives

The Director may invite additional persons as necessary.

### Roles and Responsibilities

- Propose and give opinions on setting school priorities and objectives, forming the basis for the multi-annual school development plan and annual school plan, which determine the budget for implementation.
- Address school internal affairs.
- As an advisory body, decisions are made by consensus, with the final decision resting with the Director or the Administrative Board, depending on the issue.

### Meeting Schedule

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

## The Administrative Council

*Refer to Reform of the European Schools System 2009-D-353-en-4*

European schools enjoy pedagogical, administrative, and financial autonomy, outlined in the annual activity report presented by the Director. This autonomy aligns with regulations and Board of Governors' decisions, including the Financial Regulation, specifying limits and budgetary obligations.

### Key Missions

Adopt the multiannual school plan, annual school plan, and budget plan based on the annual activity report.

### Composition and Role

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.

## Decision Categories

### **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.

### **Decisions that fall under the responsibility of the Director in accordance with the provisions of the statutes, rules, and regulations, particularly the General Rules, and decisions on matters 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

### **Other School Organisations:**

- Decisions related to the Parents’ Association, canteen, transport, or extra-curricular activities

## Meeting Schedule

The Administrative Council meets twice a year. Extraordinary meetings may be convened if necessary, in accordance with the provisions of the General Rules of the European Schools (Article 64.1). Decisions of the Administrative Council are ideally taken by consensus. If the Chair finds it impossible to reach a consensus, the matter may be put to a vote. The following individuals are entitled to vote: the Director, the representative of the Commission, one parent representative, one Staff Committee representative, the AAS representative, and the Chair. Each member of the Administrative Council has the right to propose items for inclusion on the agenda for the next meeting.

