



Ref.: 2020-09-D-31-en-4

Orig.:EN



Dossier of Conformity, S6-S7: European School, Copenhagen (Denmark)

Approved by the Board of Governors at the meeting on 1-3
December 2020 – Online

N.B. The OSG will already possess a large amount of essential information, from the N-s5 DoC and previous audits, so this DoC is exclusively related to the Baccalaureate level.

Section 1: General information

a. Contact information

School name	European School Copenhagen (ESCPH)
Address	Ny Carlsberg Vej 99, DK-1799 Copenhagen, Denmark
Phone	+45 3614 0190
Email	admin.escph@kk.dk
Website	www.escph.dk

b. School status

State <input checked="" type="checkbox"/>	State and City of Copenhagen
Private (please provide details) <input type="checkbox"/>	
Mixed (please provide details) <input type="checkbox"/>	

Explain briefly how the school is positioned within the national school network of the member state requesting the accreditation:

The European School Copenhagen is a public school, funded by the Municipality of Copenhagen for the operational costs for primary and lower secondary education (N-S4) and by the Danish State for the upper secondary education (S5-S7).

The European School Copenhagen is a part of Sankt Annæ Gymnasium which consists of a primary school department, a choir school department and a high school department (Gymnasium in Danish). Sankt Annæ Campus (including ESCPH) is managed by a Campus Principal and a "Campus Board". The Head of the European School Copenhagen is in collaboration with the principal of Sankt Annæ Campus (who holds the overall responsibility) responsible for running ESCPH, and the Board of the European School Copenhagen is represented in the Campus Board. It is expected that the two schools will be separated in the next couple of years and that ESCPH will then have its own Director and Board.

ESCPH is both networking with other state and international upper secondary schools in Denmark and is a part of the Accredited European Schools network.

International schools in Denmark are mostly private and charge tuition fees, while some of the schools that offer the International Baccalaureate Diploma Programme are run by the state and are free of charge like ESCPH. International schools in Copenhagen such as the French and German school offer their own national programmes. In addition, there are several international schools, which offer an English curriculum equivalent to the ones in the US and the UK. Eleven of the international schools are located in and around the larger metropolitan area of Copenhagen.

c. Reason for the introduction of European Schooling

	<u>Please give details</u>
European Institution or Agency <input checked="" type="checkbox"/>	European Environment Agency (EEA), European Parliament Information Office (EPIO) and the European Representation Office (ERO) in Denmark
International Institution <input type="checkbox"/>	
Other <input checked="" type="checkbox"/>	<p>The school was established to provide education for the children of staff members of European agencies and offices, e.g. the European Environment Agency (EEA) in Copenhagen. The school also meets a demand for more international school places for the children of Copenhagen's growing international workforce and for the children of Danish families returning from overseas, who wish to continue their European/international education in Denmark. Finally, the European School Copenhagen will increase the possibility for Danish children to enrol in the European educational system, thereby enhancing the European and international competences of Denmark's future workforce.</p> <p><u>Admission Principles for Upper Secondary (S5-S7)</u></p> <p>The admission principles of the European School Copenhagen will grant unlimited access to Category I students (children of parents working for organisations listed by the Commission). Since ESCPH is a public school, there will be no category II students, but there will be school places for category 3 students with an international profile.</p>

d. Brief history

Date school first opened	August 2014
Year groups at first opening	<ul style="list-style-type: none"> • 1 nursery class – English language section (0EN) • 1 nursery class – Danish language section (P1DK) • 1 Primary 1 class – English language section (0EN) • 1 Primary 1 class – Danish language section (P1DK)
Date of first accreditation agreement signing	10.09.2015

Dates of subsequent signings	10.06.2018
Briefly outline the growth of the school since it first opened	<p><i>Graphs/statistics can be added in an Annex</i></p> <ul style="list-style-type: none"> • <u>August 2014</u>: First four classes open (0DK, 0EN, P1DK, P1EN) • <u>August 2018</u>: First Secondary classes open (S1DK, S1EN, S2DK) • <u>August 2019</u>: French language section opens (0FR, P1FR, S1DK/FR, S2DK/FR) • <u>August 2020</u>: S5DK and S5EN open • <u>Summer 2023</u>: First EB graduates expected

e. Management

<u>Role (can be renamed)</u>	<u>Name</u>	<u>Qualifications</u>
Director	Anette Holst	MPG (Master of Public Governance), Cand. Mag (MA), Education, Teacher Training Certificate, 13 years of teaching experience from DK and ES Varese, 17 years management experience.
Deputy director (secondary)	Julie Rørdam Thom	MPG (Master of Public Governance), Cand. Mag (MA), Teaching Qualification (both Primary, Secondary & Upper Secondary), Teacher Training Certificate (Pædagogikum), Teaching experience from DK, 5 years management experience, Appointment as Subject Specialist for the Ministry of Education.
Person responsible for the Baccalaureate	Julie Rørdam Thom	See above
Principle educational advisor	Mette Sophie Skærlund	Cand. Mag (MA), Teacher Training Certificate (Pædagogikum). 3 years teaching experience in Denmark and 9 year at ES Brussels 1. 5 years of Study and career counselling at EEB1. 3 years managements experience from ESCPH. Appointed to the "Group de travail" for the syllabus in L1 Danish from S1 to

		S7 from 2008-2015. External examiner for the written BAC from 2013-2016.
S6/7 Cycle co-ordinator	Julie Rørdam Thom & Mette Sophie Skærlund	See above
Coordinator for timetabling, substitute teaching, etc.	Tim Ford / Hans Skårup Bolvinkel	<p>Tim: BSc Biology, MA in History and Philosophy of Science, PGCE Certificate in Integrated Science and Biology, Certificate in International School Leadership, 12 years of teaching experience and 6 years of middle management experience in a school.</p> <p>Hans: Cand. Scient. Maths and Chemistry, Teacher Training Certificate (Pædagogikum), 15 years of teaching experience.</p>

f. Students

Number of students predicted over the next 5 years:

	2021	2022	2023	2024	2025
s6	60	84	84	84	84
s7	0	60	84	84	84
TOTAL	60	144	168	168	168

Section 2: Pedagogical Equivalence

a. Summary

What part of the school is devoted to European Schooling?

☒ Whole part (all of the European School Copenhagen)

☐ Section / part of school

b. Organisation of European Schooling

Which teaching levels are planned?

Secondary 6

<u>Language section</u>	<u>Planned first year of opening</u>	<u>Number of students</u>
Danish language section	2021	44 (2 Danish classes until 2023. Thereafter, one Danish class and one Danish class with French SWALs until 2029.
English language section	2021	16 (student numbers are expected to increase from 2023 when our students move up from the lower secondary classes)
French language section	2029 (first French class is expected to open in 2029)	28

Secondary 7

<u>Language section</u>	<u>Planned first year of opening</u>	<u>Number of students</u>
Danish language section	2022	44 (2 Danish classes until 2024. Thereafter, one Danish class and one Danish class with French SWALs until 2030).
English language section	2022	16 (student numbers are expected to increase from 2024 when our students

		move up from the lower secondary classes)
French language section	2030 (first French class is expected to open in 2030)	28

c. Languages: Mother tongue/dominant language and language support

Article 4.2: It offers mother tongue / dominant language courses to pupils without their own language section although the minimum number of pupils as from which such a course is created is left to the discretion of the Accredited European School. This minimum number of pupils will be indicated in the Dossier of Conformity.

In s6 & s7, will L1 provision be made for students who do not have their own language section?

☒ Yes

☐ No

If yes, under what conditions? E.g. number of students per group

As described in the "General Interest file", February 8th, 2012 (Ref: 2012-01-D-18-en-1):

"The European School in Copenhagen guarantees that all category 1 students will receive mother tongue instruction. For category 1 children without a language section (SWALS- Students Without a Language Section), lessons in their mother tongue" are guaranteed." (P.10)

Classes will be created with only one student. It may be combined classes by year group.

And:

"Students who do not fall under category 1 will receive mother-tongue teaching offered by the Municipality of Copenhagen, as the city already has an established system of mother tongue teaching" (p.10). This programme is not a part of the curriculum for the European Schools.

The European School Copenhagen offers lessons in mother tongue for S5-S7 students who are category 1 students if there are a minimum of 5 students.

If yes, how do you plan to provide this tuition?

<u>Provider</u>		<u>Frequency</u>
Teacher at the school	<input checked="" type="checkbox"/>	Following the L1 timetable
Distance learning techniques	<input checked="" type="checkbox"/>	Following the L1 timetable
In cooperation with the European Schools	<input checked="" type="checkbox"/>	To be determined
In cooperation with other school or embassies	<input type="checkbox"/>	
Other (please specify)	<input type="checkbox"/>	

Article 4.3: Pupils without their own language section receive support to learn the language of the section which they join.

In s6 & s7, will the school organise language support for the pupils without their own language section to learn the language of the section which they join?

☒ Yes

☐ No

If yes, under what conditions?

We will offer extra lessons to individual students according to their needs.

If yes, how do you plan to provide this tuition?

<u>Provider</u>	<u>Frequency</u>
Teacher at the school <input checked="" type="checkbox"/>	Based on need
Distance learning techniques <input type="checkbox"/>	
In cooperation with the European Schools <input type="checkbox"/>	
In cooperation with other school or embassies <input type="checkbox"/>	
Other (please specify) <input type="checkbox"/>	

d. Pedagogical content

i. Which subjects will be offered to S6 & s7 students?

<u>Subject</u>	<u>Select if subject taught</u>	<u>Level</u> (e.g. basic level, advanced, complementary course, etc.)	<u>Linguistic subject offered in the following languages</u>	<u>Number of periods per week</u>
Art	<input checked="" type="checkbox"/>	Option	Danish or English	4
Biology	<input checked="" type="checkbox"/>	Basic level	Section language	2
Biology 4 periods	<input checked="" type="checkbox"/>	Option	English or Section language	4
Chemistry	<input checked="" type="checkbox"/>	Option	English or Section language	4
Economics	<input checked="" type="checkbox"/>	Option	English	4
Physical Education	<input checked="" type="checkbox"/>	Basic level	English	2
Geography	<input checked="" type="checkbox"/>	Basic level	English, French, German	2

Geography	☒	Option	English, French, German	4
History	☒	Basic level	English, French, German	2
History	☒	Option	English, French, German	4
Language 1	☒	Basic level	Danish, English, French	4
Language 2	☒	Basic level	English, French, German	3
Language 3	☒	Option	Danish, German, English, French	4
Language 4	☒	Option	English, Danish, German, French, Spanish	4
Latin	☒	Option	English	4
Maths 3 periods	☒	Basic level	Section language	3
Maths 5 periods	☒	Basic level	Section language	5
Music	☒	Option	Danish or English	4
Philosophy	☒	Basic level	Section language	2
Philosophy	☒	Option	English or section language	4
Physics	☒	Option	English or section language	4
Language 5	☒	Complementary	English, French, German, Danish, Spanish, Chinese	2
Lab Physics	☒	Complementary	English	2
Lab Biology	☒	Complementary	English	2
Lab Chemistry	☒	Complementary	English	2
Political Science	☒	Complementary	English	2

(You may add other complementary courses – see syllabuses available on www.eursec.eu)

(Religion and ethics considered separately in section 5.)

- ii. What is the school's policy for class creation in relation to number of students? E.g. will classes be created with 1 student? Will there be combined teaching? (e.g. Geography 2-period and 4-period together, Maths 5 in L2, consecutive year levels)

We require min. 7 students for a class to be formed, as we do in S1-S5.

We would like the option of offering Chemistry, Physics, Biology (4), Latin, Philosophy (4) in English at advanced level for students across language sections in order to be able to meet as many of the student's subject choices as possible.

As the school develops, student numbers increase and the language sections even out, it will be possible to offer more subjects at advanced level in the languages of the sections.

The school may choose to combine teaching, e.g. teach History 2 and 4 together and Geography 2 and 4 together.

The school may also choose to combine teaching in Philosophy 2-period and 4-period to students across year and subject levels.

Finally, the school may also choose to combine teaching across year levels in the complementary courses.

- iii. Schedules

How long are lessons? 45 minutes

How many teaching days per year? 190 days

Please include, as an annex, a generic schedule (subjects and hours) for an S6 student. Please see Annex 2.

e. Links with the European Schools system

Please outline here, briefly, any links that the school has with another European or Accredited European School, with a specific focus on the Baccalaureate cycle.

The school is part of the network of Accredited European Schools and the school's management regularly exchanges ideas and knowledge with the other European Schools, particularly the European School in The Hague.

The school's management attends the annual AES seminar and the school's teachers are active participants in the AES network.

f. Careers guidance and orientation

i. Who is in charge of careers guidance and orientation?

ii. Fill in the table below for orientation in s4 and s5.

<u>Session</u>	<u>Time of year</u>	<u>Topic</u>	<u>Who delivers the sessions?</u>
1	January S4	We make an educational readiness evaluation, where students are evaluated based on their GPA, level in specific subjects and social and personal competences to ensure that they are ready to continue in S5 or are more suited for another educational programme. The evaluation serves only as a guideline and is inspired by the Danish model which all students must undergo in Denmark to ensure that they choose a good Upper Secondary education.	Study counsellor, class team and an external youth educational advisor in the Municipality.
2	Autumn S5	Presentation of how you apply to Danish and international universities	Study counsellor and external consultant from Studievalg.dk
3	January S5	Career guidance on election of elective subjects in S6+S7	Study counsellor Mette Sophie Viuff Skærlund Subject coordinators in subjects present subjects and suggest levels of e.g. Science and Maths to individual students

How do these sessions ensure a smooth transition from s5 to s6?

The sessions help ensure a smooth transition by supporting students in how to choose elective subjects to match their competences and educational aspirations.

iii. Fill in this table for orientation sessions in s6 and s7.

<u>Session</u>	<u>Time of year</u>	<u>Topic</u>	<u>Who delivers the sessions?</u>
1	Autumn S6	Motivational strategies for further education.	Study counsellor and external consultant from Studievalg.dk
2	Spring S6	Career guidance on how to apply for International Universities in order to meet UCAS deadlines in October and other international university deadlines in Spring.	Study counsellor and external consultant from Studievalg.dk
3	Autumn S7	Information about choosing subjects for the written and oral BAC. Information about the organisation of the preliminary exams (Pre-Bac). The Baccalaureate Handbook is handed out and explained to students.	Study counsellor Mette Sophie Skærlund and Principal Julie Rørdam Thom
4	Autumn S7	Detailed information about applications for Universities in Denmark and internationally.	Study counsellor and external consultant from Studievalg.dk
5	January S7	Exam training	Study counsellor and relevant teachers.

g. Pupil attendance

How will pupils' attendance be monitored?

	Attendance
S6	Attendance is registered by the teacher at the beginning of each lesson in Lectio, a school management system utilised by Danish upper secondary schools. Close attendance is paid to handing in assignments as part of the attendance system. The process is as follows: Class teachers and secretaries monitor absence statistics and inform study counsellor and management. Students can be called in for a reprimand, which can be followed up by written warnings. Full attendance is required at all times at ESCPH. In 2021, we will be introducing SMS MySchool. <i>See Annex 1: Attendance, Absence and Written Assignments in the Draft Upper Secondary Student Rules and Code of Conduct.</i>
S7	Same process as for S6.

Section 3: resources

a. Teaching staff

i. In accordance with the planned number of students stated in section 2, outline below how many teaching staff you plan to employ over the next 5 years.

Year	FTE ¹
2021	6
2022	12
2023	12
2024	12
2025	12

ii. Who will cover the cost of the staff?

☒ National Authority

☐ School

☐ Combination (please explain)

iii. Who recruits the teaching staff?

☐ National Authority

☒ School

☐ Other (please name) _____

☒ Combination of groups (please explain)

The school is responsible for the recruitment of teachers.
The Municipality of Copenhagen is involved in decisions regarding recruitment to management positions at the school

b. Evaluation, recruitment and in-service training for s6 and s7 teachers

i. How will teaching staff be evaluated?

<u>Evaluation by</u>	<u>Frequency</u>
Director <input checked="" type="checkbox"/>	Annual performance evaluation
National body for quality assurance <input checked="" type="checkbox"/>	As part of teacher training for newly educated teachers, there is quality assurance from the Ministry of Education
Other (specify and <i>add lines as necessary.</i>) <input checked="" type="checkbox"/>	Observations in the classroom by management and peer-to-peer

¹ FTE – Full Time Equivalent

ii. What are the roles and tasks of the person responsible for the Baccalaureate?

The Director is the person responsible for the Baccalaureate. This includes supervising that teaching norms and standards are met with regards to the EB curriculum. Furthermore, it includes ensuring that harmonisation with regards to curriculum and B-tests takes place across language sections.

The Director also has overall responsibility for planning of schedules, well-being, educational support and contact to the EB authorities and to the Danish educational authorities, the Ministry of Education and Copenhagen Municipality.

The Director is supported by the Cycle Coordinator (Uddannelsesleder), Study Counsellor and Harmonisation Coordinator.

iii. How will teachers be trained to teach the Baccalaureate courses and to follow the regulations?

<u>In-service training by</u>	<u>Frequency</u>
School <input checked="" type="checkbox"/>	Induction for new staff and various training sessions during the year
National organisation (specify) <input checked="" type="checkbox"/>	Various courses for Danish speaking teachers - pedagogical development and upskilling in subjects
European School (specify) <input checked="" type="checkbox"/>	Visit and networking with ES peers
Other (specify and <i>add lines as necessary.</i>) <input type="checkbox"/>	

iv. How will teachers be informed about the organisation and regulations of the Baccalaureate?

<u>In-service training by</u>	<u>Frequency</u>
School (specify person) <input checked="" type="checkbox"/>	Induction, staff meetings/training sessions, etc.
European School (specify) <input checked="" type="checkbox"/>	AES teachers network
Other (specify and <i>add lines as necessary.</i>) <input checked="" type="checkbox"/>	Presentation by Head of Delegation

c. Buildings and facilities for s6 and s7 courses

<u>Room type</u>	<u>Number</u>
Secondary classrooms	6
Library	In progress
Gym / Sports hall	1 + outdoor facilities
ICT room	N/A (students bring their own 1:1)
Art room	1
Music room	1
Equipped science labs	2-3
Canteen	1

d. Assessment

How will the school ensure harmonisation of pre-baccalaureate exams?

To ensure harmonisation, there will be meetings during the first semester to ensure teachers are aligned in their subjects. Subject and harmonisation coordinators are responsible for working with management and teachers to support this process. Subject teachers swap exams to benchmark quality of the assessment.

Please see draft timeplan for the pre-Bac and Baccalaureate exams in 2022/23 below.

TIMELINE EUROPEAN BACCALAUREATE PRE-BACCALAUREATE EXAMS 2022/2023

DATES	ADMINISTRATIVE TASKS	TEACHERS	STUDENTS	PLANNING AHEAD
August/ September	Manager and harmonisation coordinator calls meetings in all subject groups	All teachers responsible for active participation in creation of harmonised curriculum, exams and general assessments		
October	Collection all semester plans	Handing in semester plans to management		
Before October 15 th	Propose dates for oral exams, exam board and proclamation to Bureau Central			
November	Students hand in their registration form to the BAC + examination choices form			
November	Students are informed about scheduling of tests in their two-hour courses Subject groups harmonise the papers for the Pre-Bac for the 4P-courses and Maths.			Principal, study counsellor and cycle coordinator
Before Christmas		Students are sitting exams in their two-hour courses		

January	Prepare equipment for Pre-Bac exams			People responsible for the bac and subject coordinators
January	Preliminary exams (maximum of ten days. Maximum 6 periods per day)			People responsible for the Bac
January		Teachers correct and save the students' scripts + hand over to cycle coordinator		
March	Oral exam questions submitted	Subject teacher must hand in the questions to the coordinator	Cycle coordinator collects questions and forwards them to Brussels + external examiners	
Before Mid-May	B-tests for subjects not tested during exam week should be held before mid-May			
End of May	Preparation BAC written exams			

Section 4: Educational support system

Article 7.1: Accreditation shall also be conditional upon the existence of an educational support system for pupils with special educational needs, within the meaning of the legislation of the country in which the Accredited European School is located.

i. Is there an educational support system in place for Baccalaureate level students?

- ☒ Yes
☐ No

ii. What is the policy in place to support children with special educational needs, at the Baccalaureate level?

- ☒ National
☒ European Schools
☐ Tailor-made

iii. Outline the main principles of the educational support policy in the box below.

The European School document on learning support - Provision of Educational Support in the European Schools (2012-05-D-15) - will be the guideline for the organisation of the integration of SEN-students in the European School Copenhagen.

Differentiation

In order to meet the needs of individual pupils, on the basis of their early identification, teachers use a variety of differentiated teaching methods in their classrooms, both through support and talent programmes. See Provision of Educational Support in the European Schools, section 1.2. Differentiated teaching aimed at meeting all the pupils' needs is the responsibility of every teacher working in the European Schools and must be common classroom practice.

The support programmes at the European School Copenhagen are organised by the school's management and study counsellors and can be general, moderate or intensive, in accordance with the document Provision of Educational Support in the European Schools.

At the European School of Copenhagen we offer:

General short burst: This concerns any pupil who may experience difficulties who may need rattrapage to catch-up in their Language 2. Rattrapage lessons are scheduled outside the timetable. Support lessons are offered in L2 and L3 and Math. The support lessons are compulsory for students, if their teacher finds it necessary, but all students in the school can participate. In addition, we offer homework café in i.e. Math and Science.

Moderate Support (more than one semester): Moderate Support is an extension of Intensive Support and is provided for pupils with mild learning difficulties or in need of more targeted support. Each pupil has an Individual Learning Plan or Group Learning Plan, which includes specific learning objectives and criteria for evaluating the pupil's progress.

Intensive Support (long-term): This is provided to pupils showing special educational needs according to the document 'Provision of Educational Support in the European Schools – Procedural document'. Support is provided in or outside the classroom and to small groups of pupils with similar needs or to individual pupils. All pupils receiving Intensive Support have an Individual Learning Plan.

Please see *Annex 3 – Special Educational Needs (SEN) in the Draft Upper Secondary Student Rules and Code of Conduct – regarding special needs and special arrangements.*

iv. Who is in charge, in the school, of the implementation of the educational support policy?

Julie Rørdam Thom, Deputy Director of the European School Copenhagen

v. Who is in charge of putting in place the approved special arrangements, for pupils with special needs, in the tests and examinations at the Baccalaureate level?

Mette Sophie Skærlund, Deputy Head of Secondary

Section 5: TARAC (Teaching about Religion and Civics)

Article 7.2: Accreditation shall also be conditional upon: The existence of ethics and religion courses within the meaning of the regulations of the European Schools, subject to compliance with the legislation of the country in which the School is located and it being understood that the said courses may be replaced by teaching about religions and civics.

i. Will religion/ethics be taught?

☒ Yes

☐ No

ii. If not, please outline what will be taught in its place.

As described in the Dossier of Conformity for N-S5, religion lessons will follow the Danish curriculum and will be taught as a non-confessional subject.

The Danish teaching of religion also addresses ethics and therefore “ethics” will not be an individual subject.

Section 6: The European specificity

How will the school ensure that the European specificity is fulfilled:

in S6?

ESCPH will ensure that the European Specificity is fulfilled by introducing different activities to the students, such as Model European Parliament (MEP) and Model United Nations (MUN) to support the students' understanding of central EU values such as democracy, freedom of speech and equal rights.

In collaboration with the European Environment Agency (EEA), we will present obligatory project work, including the eight ES key competences. There will also be a special offer of collaboration with EEA for talented science students.

in S7?

ESCPH will ensure that the European Specificity is fulfilled by introducing different activities to the students, such as Model European Parliament (MEP) and Model United Nations (MUN) to support the students' understanding of central EU values such as democracy, freedom of speech and equal rights.

In collaboration with the European Environment Agency (EEA), we will present obligatory project work, including the eight ES key competences. There will also be a special offer of collaboration with EEA for talented science students.

Career fair for students with visits from international and Danish universities and international and Danish companies in Autumn S7 before applications to international universities.

in extra-curricular activities?

At ESCPH we plan to offer a range of extra-curricular activities such as a Debate Club organised by students and a teacher with international experience, music, homework support, Danish and International Georg Mohr mathematics competition, science talent programmes such as the European School Science Symposium, cooperation with ESS in Lund, Sweden, and national language competitions e.g. II Competition.

In addition, we plan to introduce different outdoor/sports activities, e.g. climbing and canoeing and participation in Eurosport and Danish volleyball competitions.

Annexes:

Annex 1: Attendance, absence and written assignments

Annex 2: Generic timetable for students with different profiles

Annex 3: Special Educational Needs (SEN)



Annex 1: Attendance, Absence and Written Assignments

Extract from the Draft Student Rules and Code of Conduct for Upper Secondary at the European School Copenhagen

Why attendance is compulsory

The essence of an upper secondary study programme is made up of learning through participation in an obligatory learning community such as a class or team. In other words, students acquire knowledge, skillsets and, thus, their education, by attending and actively participating in the study programme.

Day-to-day classes give each student the opportunity to be in a secure learning space where he/she is exposed to and absorbs the subject's contents at a suitable pace. In other words, academic study is a process that extends over time. European School Copenhagen takes a didactic approach to this process, in which the student's curiosity and study of academic content are key to his/her understanding of how he/she learns. The student will invariably and must make mistakes during this process, as the acknowledgement of one's mistakes provides an opportunity to learn more about the subject.

The final assessment of the student's academic benefits, given by the teacher as marks and comments in the student's school reports, etc., builds on this process. In other words, the assessment provides a multifaceted view of the student's academic performance and abilities, based on hours of academic cooperation in which the student has attended the classes.

Thus, there are two principal reasons for why students must attend class: first, academic learning is done during classes, and second, it is by means of the student's participation that he/she is given marks for his/her year's work, which provide a detailed rating of his/her academic level.

Attendance registration

The school is legally bound to keep an account of students' failure to attend classes. In everyday language, this is called 'fravær' (absence). Accordingly, the Study Rules and Code of Conduct provide the foundation for how we expect students to participate in the study programme. A detailed review of these obligations and rules is provided on the following pages.

Compulsory, in-person attendance

Compulsory, in-person attendance is required for all study activities at European School Copenhagen. This applies to educational activities both at the school and away from the school, such as excursions or trips. As this is an obligation, the school is obliged to keep records of students' failure to attend classes (absence).

1. Each teacher is tasked with registering the students' absence on Lectio at the beginning of the lesson/module. This applies to all types of teaching, also off the school grounds.
2. The teacher is responsible for *registering objective absence* related to the module/lesson. The teacher must address only whether a student is present – not the reason for the absence. Subsequently, it is possible for the student to be excused for school-related absence.
3. The lesson/module begins *when the teacher arrives*. The teacher notes down any students who are not present at the beginning of the module as being 100% absent. In other words, the student does

not have the right to have the registration of absence changed, as his/her obligation to attend applies from the beginning of the lesson module.

Excused absence

If a student is engaged in two study-related events simultaneously, the absence is excused. The teacher who is responsible for the absence of a student from a normal study activity is also responsible for subsequently excusing the student's absence. Participation by students picked out for talent development, activities, language trips or similar must be approved by the school management before these students may participate/depart.

The following school-related activities will be excused:

- Class excursions
- Language trips organised by the school
- Certain talent activities supported by the school
- Student council activities
- Meetings of school committees scheduled by the school during lessons
- Participation in internships/study guidance events at universities
- Student counselling
- Study guidance

Written assignments

At European School Copenhagen, students are under an obligation to submit all written assignments which have an allotted time for preparation. *Assignments must be punctually submitted by the deadline* specified under the actual assignment on Lectio, in hard copy or other formats.

It is through working on assignments that students independently use the academic skills they acquire in the subjects. This is why assignments are an important part of academic training. For the same reason, the school insists that all assignments must be submitted, even if the student is overdue in completing an assignment.

All assignments which have been allotted time for preparation are subject to this submission obligation. In allocating the time for preparation, the teacher estimates the length of time needed by the student to complete the assignment. When the teacher subsequently assesses the academic content of the assignment, this time frame naturally serves as the basis of the assessment. If there are clear indications that the assignment has not been fulfilled, such as an assignment devoid of or with only limited relevant academic content, the teacher may deem that the assignment was not submitted correctly and register the assignment as absence. In this case, the assignment must be done by the student subsequently.

The following rules apply to assignments that are punctually submitted:

- The assignment formulation/question must be accessible to the student no later than fourteen (14) days before the deadline.
- Assignments are deemed punctually submitted if they have been uploaded to Lectio before the deadline. The system automatically registers the assignments as being correctly submitted.
- The teacher may enter into an *individual agreement* with an individual student concerning postponement if there are extenuating circumstances. The teacher is under an obligation to rectify the absence once the assignment has been submitted as agreed.

- The teacher gives the assignment the planned feedback. The teacher is allotted the same amount of time to provide feedback to the class as is allotted to the assignment for its submission. This is called the symmetry model.

The rules that apply to assignments which are not submitted on time are more complex:

- The teacher is under an obligation to give limited feedback to an assignment that is submitted after the deadline. Feedback must be given to the assignment no later than by the date for the next mark for general proficiency, so that the assignment can be included in the assessment of the student's general proficiency. This does not apply, however, to assignments submitted less than two weeks before the mark for general proficiency is given.
- The teacher may at any time decide that a student who has not submitted an assignment must write this assignment during study hours instead of participating in ordinary study activities. In this instance, the student will not be registered as being absent from the module.
- Students who do not submit an assignment on time will be registered as soon as possible for a collection heat with the assignment concerned. Any student who has been registered for a collection heat has a virtual obligation to attend.

Collection heats and assignment days

As everyone knows, students who fall too far behind in their studies grapple with major challenges. First of all, it undermines their grasp of the subject matter, and it can be very difficult for them to meet the requirement to catch up on what they are missing. Every year, overdue assignments cause students to drop out of upper secondary school. This is why it is important for students to stay up to date with their assignments on an ongoing basis. To assist with this, any students who is noted as not having submitted an assignment on time will be registered for an assignment collection heat.

From the school year 2021/22, collection heats will be held once every two weeks after the end of classes. When a teacher discovers that a student has not submitted an assignment, the teacher will register the student in question for the next collection heat on the schedule. A collection heat is held online and is a meeting space in which the student logs in and speaks with a study director. Collection heat attendance is mandatory. Any student who is registered for a collection heat must have completed his/her overdue assignment(s) before logging in to the collection heat.

Collection heat procedure

- Immediately after an assignment's submission deadline, the teacher checks who has submitted assignments and registers any students who have failed to do so for the next collection heat. The teacher notes down which subject the student must work on. It is possible for a student to be registered for more than one subject.
- The student submits the overdue assignment before the deadline for the collection heat. It is submitted by uploading it to Lectio.

Assessment of absence

The failure to attend classes and submit assignments on time are two of the most common reason why students do not complete an upper secondary study programme. Intervening early on with students who have run into



problems is key to retaining them in the study programme. This is why teachers continuously monitor students' absence rates and intervene whenever a student is assessed as needing this.

Retaining students in the programme is a joint effort involving teachers, the school's student counsellor and the school management. The day-to-day, ongoing retention effort takes place in daily study activities in which students' absence is monitored by the class's teachers. The teachers are responsible for engaging with the students and discussing the reasons for their absence. Sometimes, this dialogue results in the students being referred to the school's student counsellor.

To detect students with emerging absence problems as soon as possible, the absence report of each student is reviewed approximately once a month. This is done in cooperation between the study director and student counsellor.

There is a widespread myth that absence below a certain rate (usually rumoured to be 10% for the entire school year) is acceptable. This is not true. Students are basically expected to attend all study activities; in other words, 100% attendance is expected.

Causes of absence and individual considerations

A student's current life situation may profoundly affect his/her ability to attend study activities. As a general rule, all students are expected to attend all activities, but chronic illness, medical/psychological diagnoses and incidents in one's personal life can affect attendance to a greater or lesser extent. The sudden onset of illness can also impact a student's attendance.

This means that the student's absence is individually assessed.

Consequently, there may be vast differences between the lines of action the school chooses vis-à-vis students. Some students are given more leeway because the school is aware of, and therefore takes account of, a student's unique life circumstances. In many instances, the school is not permitted to disclose this information to other students as the school is subject to GDPR legislation. This explains why it is sometimes possible to experience students being treated in vastly different ways. This may also occur because these assessments are always made on the basis of the individual student's prerequisites for meeting the attendance requirements.

To lay a sound foundation for this assessment, students must state the reasons for their absence. This is done on Lectio at module level. It is important to remember to add the reason for absence and fill in the absence note. Otherwise it is difficult to rightfully assess the legitimacy of the student's absence.

Special rules governing illness

Upper secondary students reach adult status during their period of study. It is the student himself/herself who has chosen to enrol in an A-level study programme. Accordingly the school's expectations of students' daily attendance is equal to what an employer expects of its employees. This particularly applies to sickness-related absence: students are expected to return to their studies as soon as possible and minimise the length of their absence.

Illness is often a big factor in cases involving excessive absence. Basically, a student must stay home if he/she is sick and can infect others. For brief sickness absence, the student is not expected to present medical documentation of the illness and must therefore only document the illness by writing the reasons for the absence. This may change, however, if the student has received one or more absence warnings. Pursuant to



the Upper Secondary Student Rules and Regulations, the cost of obtaining a doctor's note is to be covered by the student.

Assessing a student's illness and how it will affect his/her school attendance is the job of a healthcare professional. If a student experiences a prolonged illness or suffers from a chronic illness, the school will need medical documentation of this. In this respect, the school specifically needs documentation of the illness time frame and needs to be informed of any special considerations to be made for the student due to the illness. After this, the school will seek to accommodate the special considerations within the existing framework; supplementary instruction will only be provided in exceptional instances, however.

If a student is noted for absence due to prolonged illness, it is important for the student to contact the school and provide information about this.

What type of absence must be avoided?

Every year we experience students who get into difficulty because they are registered as absent for reasons that they think are excusable. The following types of absence are not deemed legitimate, which is why these can eventually trigger a warning. Although the list is not exhaustive, it includes:

- Driving lessons, motor vehicle code tests and driving tests
- Holiday leave outside official school holidays
- Participation in trips and events relating to hobbies or interests outside school.
- Family events in the morning.
- Arriving too late/oversleeping
- Absence due to spare time employment
- Absence caused by going to bed too late
- Absence due to relationship problems outside school auspices, including non-acute coping with grief.
- Absence for voluntary activities at the school which are not part of study activities (e.g. serving on a party committee).
- Dental/doctor's appointments that can be scheduled outside of class hours.

Warnings

Violations of the school's rules of order and study can trigger a written or oral warning, depending on the severity. These violations can be quite different in nature, which means that the content of a written or oral warning may be quite different as well. Accordingly, this document deals with the warnings issued for absence.

If the school assesses that a student's absence rate is excessive, this can trigger a written warning. The warning is sent to the student's e-Boks and is registered on Lectio as the 'first warning'. The warning's message is that the student must subsequently demonstrate that he/she:

- meets his/her obligation to attend classes;
- submits assignments he/she is behind with;
- submits all new assignments on time.



If the student fails to meet these requirements, it is possible that he/she will receive yet another – final – warning stipulating the same requirements. A final warning is the last step before harsher sanctions are imposed, such as withholding of SU (student allowance/loan) or that the student is expelled from the study programme.

Warnings are issued to draw the student's attention to factors which, in the school's view, could eventually compromise the quality of the student's benefit of the programme. This is why a warning is issued as soon as a problem is detected: to give the student an opportunity to react and rectify his/her behaviour. The purpose of a warning is that the student gets 'back on track' and completes the study programme he/she has chosen. In the school's experience, the earlier that beginning absence is addressed, the greater the effect in terms of limiting future absence and keeping the student in the programme.

First written warning for absence

A student will be issued with a written warning if the monthly absence review assesses that the student has 1) generally built up excessive absence; or 2) has built up a concerning level of absence over the past month. This first warning on Lectio is also submitted to the student's e-Boks address (and, if the student is under 18, to the parents' email addresses).

The first warning specifies the deadline by which the student must have met the requirements. This deadline is typically one month. If the student meets the requirements (attends classes and submits overdue assignments) in the period before the deadline, the first warning will be stricken. If the student's absence rate increases later in the year, he/she will receive a new written warning. The cancellation of the first written warning will only appear on Lectio where the student receives a message.

If it is not possible for the student to meet the requirement by the deadline, then one of two things will happen: the responsible study director may choose to extend the deadline or the student will receive the next step in the warning process: a final written warning.

Final written warning

The student receives a second – and final – written warning for absence if he/she has not been able to meet the requirements of the first warning satisfactorily. The final warning is sent to the student's e-Boks address (and, if the student is under 18, to the parents' email addresses). A final written warning is in effect for one calendar year from the date of issue. In some instances a final warning can be cancelled by the student advancing to the next class year; if this happens, the student will be notified of this on Lectio. In rare serious instances, the school may choose to issue a final warning that is not preceded by a first warning.

A final warning typically includes the same requirements for the student as the first warning. This means 100% attendance in classes, the punctual submission of all assignments and the submission of overdue assignments. It is also possible for the warning to contain other sanctions, however. Further details about warnings and sanctions are found in the school's rules of order and study.

There are two differences between a first warning and a final warning. Firstly, a final warning is in effect for a much longer period of time. If a student has received a final warning, the school will monitor his/her absence over the next year during which he/she must meet the stipulated requirements. Secondly, the school has the option of imposing harsher requirements (without giving further notice) such as the withdrawal of SU (student allowance/loan) due to insufficient participation in study activities, or, ultimately, to administratively deregister the student from the programme due to insufficient study activity.



Removal of SU (student grants and loans)

Eligibility for receiving SU (The Danish Student Grants and Loans Scheme) is contingent upon active participation in the study programme. If a student's attendance is not satisfactory, the student is no longer deemed to be actively studying. Accordingly, he/she loses the right to SU if the school assesses that the scope of the absence reflects this.

It is possible to regain the right to SU by increasing one's attendance to a satisfactory level.

Expulsion from the school

If, despite multiple warnings and interviews, the student fails to improve his/her attendance satisfactorily, the student will be expelled from the school as a last resort for insufficient study activity.

ANNEX 2:

Generic timetable for students with different profiles:

Student with a science profile in S6

Total number of lessons: 34 (including two Religion lessons)

Monday	Tuesday	Wednesday	Thursday	Friday
Mat5	L1	Rel	L1	Mat5
Mat5	L1	Mat5	L1	Mat5
L2	Chem4	His2	L2	Chem4
L2	Chem4	His2	Geo4	Chem4
Phy4	Phil2	Phy4	Geo4	Rel
Phy4	Phil2	Phy4	Lab Chemistry	PE
Geo4		Geo4	Lab Chemistry	PE

Student with a language profile in year 7.

Total number of lessons: 33 (including one Religion lesson)

Monday	Tuesday	Wednesday	Thursday	Friday
Mat3	L1		L1	Phil2
Mat3	L1	Mat3	L1	Phil2
L2	L3	His4	L2	His4
L2	L3	His4	L4	His4
Political Science	Bio2	L3	L4	PE
Political Science	Bio2	L3	Geo2	PE
Geo2	L4	L4	Rel	



Annex 3: Special Educational Needs (SEN)

Extract from the Draft Student Rules and Code of Conduct for Upper Secondary at the European School Copenhagen

Special Educational Needs will be organised and offered as part of the school's Study Guidance programme (to be described on escph.dk). The Study Guidance programme will cover several areas, including well-being (individual and class), absence monitoring, career guidance and Special Educational Needs.

Students with special educational needs (SEN) should be able to participate in the teaching and exams on a par with other students and have access to educational support based on an assessment of their special educational needs.

This is in accordance with Danish legislation as well as the rules of the European Schools – see [Provision of Educational Support in the European Schools](#) and the [Arrangements for Implementing the Regulations of the European Baccalaureate, article 15](#):

“Candidates with special educational needs may qualify for special arrangements for the taking of the Pre-Baccalaureate and Baccalaureate examinations, subject to the conditions laid down by the decision of the Board of Governors on the Policy on the Provision of Educational Support in the European Schools.”

“Special arrangements are only authorised when they are clearly related to the student's diagnosed needs by means of a medical/psychological/psychoeducational and/or multidisciplinary report justifying these special arrangements. If the evaluation conditions during the Pre-Baccalaureate and Baccalaureate examinations present a risk to disadvantage the candidate's performance – especially if he/she shows special educational needs – by preventing him/her showing the level at which he/she has acquired the required competences, special arrangements may be requested and authorised for the written and oral examinations. These special arrangements are not intended to compensate for any lack of knowledge or skills whatsoever.”

In accordance with the rules of the European Schools, certain arrangements can be decided by the school up to and including S5, S6 and S7. Other arrangements, however, including the use of computers for Dyslexic students, can only be authorised by the Board of Inspectors (Secondary) or the Inspector responsible for support (Secondary).