

Agenda for the European School Copenhagen School Board Meeting

Date: Tuesday 15 December 2020
Time: 16:30 – 18:30
Venue: [Please click here to join the meeting via Microsoft Teams](#)
Members: Jonas Christoffersen, Søren Nielsen, Christen Bagger, Rikke Karlsson, Caroline Warner, Eskil Berg Kappel, Rasmus Hornecker, Tim Ford, Stine Hvitved Leather, Anette Holst, Julie Rørdam Thom, Dwaj Prakash Jethani, Alice Malmberg
Guests: Helle Bjerre Degn, Hella Helvig Jensen
Excuses: Hans Bruyninckx
Minutes: Stine Hvitved Leather

Agenda:

0. Welcome new Upper Secondary student representative on the Board.

1. Approval of the agenda (decision) – 1 min.

1.1 Annex – Agenda European School Board meeting 15.12.2020

2. Approval of the minutes from the last meeting (decision) – 1 min.

2.1. Annex - Minutes from the European School Board meeting
23.09.2020_Aproved 13.11.2020

Comment: The minutes from the last Board meeting have been approved via email on 13 November 2020.

3. Policy for changing languages (decision) - 10 mins.

3.1. Annex – Changing languages

Comment: The school has received requests from parents, who wish to change their children's L2. The European Schools generally take the position that a change of languages can only be justified in exceptional cases and requires approval from the school's management. In order to clarify the rules, the school has drafted a policy for approval by the Board.

4. Updated policies for Upper Secondary, including new anti-bullying and harassment policy (decision) – 15 mins.

4.1. Annex – Upper Secondary Study Rules and Code of Conduct - 11122020

Comment: The Study Rules presented at the September Board meeting have been revised following input from staff, students and Board members. The school is seeking final approval from the Board.

5. Budget for the Upper Secondary department 2021 (decision) - 15 mins.

5.1. Annex – 6627 budget 2021

Annex 1.1. Agenda European School Board meeting 15.12.2020



The Board needs to review and approve the budget for the Upper Secondary department in 2021. The budget will also be presented to the Campus Board, who give final approval.

6. Audit feedback(information) – 10 mins.

Comment: The school will provide the Board with an update and feedback from the audit at the beginning of November.

7. Strategic focus points 2020/21 – European Dimension (information and discussion) – 30 mins.

7.1. Annex – Focus Point 4b The European Dimension

Comment: Helle Degn and Julie Thom will present the school's initiatives to further the school's 'European Dimension' and the Board is invited to share their thoughts on the initiatives.

8. Proposal to separate SAG and ESCPH (information) – 10 mins.

8.1. Annex 8.1. Brev til børne- og ungdomsborgmesteren 27112020

Comment: Update from Anette Holst regarding the bill on the separation of SAG and ESCPH. The Minister of Education wants to postpone the [bill](#) as she links it to the question of criteria for student admission to the upper secondary school.

9. Update regarding admissions in 2021, including the rules for admission of siblings (information) - 10 mins.

9.1. [Annex – Admission criteria and process](#)

Comment: The school's management will restate the rules for admission of siblings as there are parents every year, who are disappointed that their children did not get a place at the school. The admission criteria were decided by the Copenhagen City Council and can be found on the school's website (see Annex link).

10. Various updates and information – 15 mins.

- Various information from management
 - Status on the Dossier of Conformity for S6-S7
 - COVID-19
 - New staff/recruitment
- Information from the staff
- Information from the students
- Comment: Brief information points from the school's management, staff and student representatives.

11. AOB – 3 mins.

Minutes from the European School Copenhagen School Board Meeting

Date: Wednesday 23 September 2020
Time: 17:00 – 19:30
Venue: Staff lounge, ESCPH
Members: Jonas Christoffersen (JC), Christen Bagger (CB), Rikke Karlsson (RK), Caroline Warner (CW), Eskil Berg Kappel (EBK), Rasmus Hornecker (RAHO), Tim Ford (TIFO), Stine Hvitved Leather (SHL), Anette Holst (AH), Julie Rørdam Thom (JRT), Dwaj Prakash Jethani (DPJ)
Guests: Helle Bjerre Degn (HBD), Hella Helvig Jensen (HHJ)
Excuses: Hans Bruyninckx, Andreas Manville
Minutes: Stine Hvitved Leather

Minutes:

Mette Sophie Skærlund (MSS) announced that she will transition into another role as Study Counsellor (see further information under item 11 below).

1. Approval of the agenda (decision) – 1 mins.

1.1 Annex – Agenda European School Board meeting 23.09.2020

Decision: The Board approved the agenda.

2. Approval of the minutes from the last meeting (decision) – 1 min.

2.1 Annex - Minutes European School Board Meeting 09.06.2020

Decision: The Board approved the minutes.

3. Board annual meeting plan (decision) – 1 min.

3.1 Annex – Annual Board Meeting Plan 2020-21

Decisions:

- It was decided to add "Planning for the separation of SAG and ESCPH" to the agenda for the 12 November Board meeting and the annual meeting plan.
- The Board approved the annual meeting plan.

4. School holiday plan 2021-22 (decision) – 2 min.

The holiday plan for 2021/22 follows previously agreed principles for the placement of the school holidays. There are still new parents every year, who would like to have more time off around Christmas. However, the principles for the school holidays were decided by the Board after discussion in the Parents Council and Staff MED Committee and will not be changed.

Annex 2.1. Minutes ESCPH Board Meeting 23.09.2020_Aproved 13.11.2020

Decision: The school holiday plan was approved by the Board.

5. Strategic focus points 2020-21 (decision) – 45 mins.

5.1. Annex – Strategic Focus Points 2020-21

Julie Rørdam Thom and Helle Bjerre Degn explained that they have changed the format of the strategic focus points to include a description, key objectives and success criteria. Action plans follow at the end of the document along with examples of how the school will evaluate each focus point.

The focus points were discussed in smaller groups, and the Board members had an opportunity to ask questions and give feedback. After the meeting, management will review the feedback and adjust the focus points as necessary.

Decision: The Board approved the Strategic Focus Points 2020-21.

6. Student rules and responsibilities in Upper Secondary (decision) – 10 mins.

6.1. Annex –Upper Secondary Study Rules and Code of Conduct

JRT explained that the school is seeking preliminary approval of the Study Rules and Code of Conduct for Upper Secondary, as they are needed both for the students and for the S6-S7 Dossier of Conformity application to the Board of Governors of the European Schools. The document will be presented to staff and members of the Student Council before final approval.

RK commented that the wording could be more positive. JRT explained why the school needs firm rules on absence, extremism, etc. and that these rules are standard in upper secondary schools. JC suggested that the school add an anti-harassment policy to the document.

Decisions:

- *It was decided that the Board would have an opportunity to review the Study Rules and send comments to JRT in the next fourteen days.*
- *It was decided that the Study Rules would be presented to the Board in their final form at a later Board meeting.*
- *The Board approved the Study Rules and Code of Conduct in principle.*

7. EB conversion next steps (decision) – 15 mins.

The Board noted that it is unlikely that the ministry will change the conversion of the EB to the Danish grading scale. Concurrently, the Board believes that the high academic level of the EB should be recognised. The Board will therefore continue to work for this and will evaluate when the current EB students in Brussels and other

places graduate with the new EB conversion in the summer of 2021. The school will also promote the EB through the production of information for universities and potential new students by explaining the benefits of the EB, e.g. the unique language skills that students acquire.

Decisions:

- *The Board approved the proposed information for the website and preliminary leaving certificate for S4 students and the process to develop further materials to promote the EB.*

8. A-Z guide for Primary and Lower Secondary (information) – 10 mins.

8.1. [Annex – A-Z Guide Draft](#)

SHL explained that the school is in the process of developing an A-Z guide with practical information for parents and students in N-S4. The guide is intended as a reference tool and will be reviewed and updated at regular intervals. The A-Z guide will formally “go live” when all the information has been entered on the website and management have had an opportunity to read and approve all the content.

The Board was invited to send SHL suggestions and feedback.

9. Dossier of Conformity for S6-S7 (information) - 10 mins.

To achieve accreditation for S6 and S7, the school must submit a Dossier of Conformity for S6-S7 for approval by the Board of Governors of the European Schools. The school’s management is working on the Dossier in collaboration with the Municipality and the Danish ES inspector in the Ministry of Education. The Dossier primarily explains how the school will meet the ES curriculum and rules but is also an opportunity for the school to ask for exemptions/dispensation.

In accordance with the Dossier of Conformity for N-S5, the school offers mother tongue (L1) tuition only to SWALS¹ students, whose parents work for EU organisations. Other students in N-S5 have access to mother tongue tuition outside school through the Municipality. The Board of Governors have high expectations when it comes to SWALS, but as it is very expensive to offer, the school is proposing that tuition in mother tongue will only be offered in S6-S7 when there is a minimum of five SWALS students.

Because ESCPH is a relatively small school, we have also asked for the opportunity to offer some optional subjects in English, which will give the students more subject choices. RK said she was concerned about any impact on the teaching in the student’s L2.

¹ Students Without A Language Section



The school is also seeking a dispensation to follow the Danish curriculum for Religion as we do in N-S5. Finally, the school is seeking dispensation for Dyslexic students to use computers and App Writer as other upper secondary students in Denmark do.

10. Audit by European School inspectors (information) – 10 mins.

JRT informed the Board that the school will be audited 2-6 November by a team of inspectors from the European Schools system. Prior to the audit, the school is required to submit various documentation, including a self-evaluation report.

The audit process has been streamlined and the inspectors are therefore mostly focused on teaching, subject coordination and harmonisation, as well as educational support. Due to the current travel restrictions and other COVID-19 precautions, it's likely that the audit and class observations will be conducted remotely/virtually.

11. Various updates and information - 20 mins.

Information from management

- Accounts status

HHJ gave a status on the school and after school care accounts. Please see a summary of the key points below:

- The school's budget is very tight this year.
- The school is waiting for extra funds from the Municipality to cover various energy related building costs, which the school has been informed it will receive.
- The building is not very energy efficient, which is why the energy costs are so high.
- The school is spending a lot more on substitutes due to COVID-19 and is still waiting to hear about extra funds to cover the additional costs associated with COVID-19.
- The culinary school will report a loss this year.

- School start

JRT: It has been a good school start in Secondary so far, although very busy. There were a few issues with computers, lockers, etc. JRT has been visiting the classes to talk to the students. HBD said that Primary had a smooth start to the year.

- New staff/recruitment

The school has hired a Danish teacher for S4DK, a Hungarian L1 SWALS teacher as well as two new French pedagogues. As MSS is changing her role, the school will be advertising for a new Deputy Head of Secondary (Head of Lower Secondary) to start November 2020. JRT explained that the job description will be out soon, and interviews will take place end of October. JRT invited two parent representatives on the Board to join the recruitment committee.

- COVID-19

JRT explained that the school has cancelled the S4DK and S5 study trips because of new recommendations from the Ministry of Education. The school is trying to keep students from different classes separate in mixed classes as much as possible.

There have not been any COVID-19 cases at the school so far, and management has action plans in place in case anyone gets infected with COVID-19 as well as guidelines for emergency teaching. The school is obligated to send schoolwork to students who are at home because they are waiting for a test result or have tested positive for COVID-19. The guidelines will be communicated out to all parents.

- Admissions update

HBD and JRT gave an update about admissions. In Primary, all the new classes were full at school start except the French class where there are a few spaces. The school has decided to keep a few places open in the short term as there are likely to be more EEA students arriving. The school has also decided to look at rolling admission twice a year in December and May. JRT added that the new S1FR/DK class is nearly full.

Information from the staff

RAHO said it had been a good but busy start to the year in Primary. There is some concern among the teachers that they can't achieve all the learning goals due to the time spent on COVID-19 measures. The teachers have been very busy complying with all the changing guidelines from the Municipality.

TIFO: Secondary and Upper Secondary had a very busy start to the year and there was very little time for planning and also some logistical issues with lockers for students and laptops for teachers, which will be reviewed for next year.

SHL added that it had also been exceptionally busy in the Administration due to the opening of Upper Secondary.

Information from the students

Dwaj explained that the students are bored during breaks and have talked about making some improvements to the students' environment at school. Many students stay after school to spend time with their friends and would like to use the gym if possible. There are not that many students who use the Club anymore. The students are only a little concerned about COVID-19. It was mentioned that the Municipality has a lot of activities on offer through Ungdomsskolen (Youth School).

12. AOB – 5 mins.

There were no issues raised and the meeting was therefore concluded.

Changing languages in the European Schools

As described in the Language Policy of the European Schools, Annex 3, language changes are not normally envisaged in the European Schools, and should a change be requested at any age or level, the decision lies with the Director and is subject to the following conditions:

- The existence of a reasoned written request from the parents, guardians or from the pupil himself/herself if over the age of 18.
- Deliberation and judgement by the Class Council on the request.
- Clear evidence established by the School of the pupil's ability to follow the course requested. In the case of a change of L2, careful consideration must be given to the role of L2 as a medium for teaching other subjects. When a change of L2 is approved before year 6, the new L2 becomes the medium for the teaching of history, geography and economic. When a change of L2 is approved on entry to year 6, the old L2 remains the medium for the teaching of history, geography and economics.
- The absence of significant administrative obstacles to the change requested.
- The applicant will be notified of the decision and the reasons for it.

Below is described in more detail how the European School Copenhagen deals with requests to change a language.

L2 change requests processed by ESCPH

The European School Copenhagen generally takes the position that changing L2 (or L1) is not an option as the language choice at the beginning of the child's schooling is made in agreement with the parents/carers following guidance from the school. From the onset, L2 is immersive and the students acquire the language rapidly. It can be exceptionally difficult for a student to fill in the gaps of missed teaching and learning if they have not taken part in the classes and followed the curriculum of the L2 from Primary 1.

L2 Committee

The purpose of the L2 Committee is to process requests from individual students who wish to change their L2 at some point during their schooling. The L2 Committee consists of two members of management - one from Primary and one from Secondary - and two L2 coordinators. The committee's task is to ensure uniform and ongoing consideration of requests received.



A change of language during the child's schooling can only be justified in exceptional cases, and only by agreement between the school's management and the parents/carers. This applies not only to L2 but also to L1 and other languages.

In each individual case, there will be an assessment of the student's language profile, motivation, change in circumstances or plans, the student's academic level and ability to take responsibility for their learning as well as the school's ability to meet the request.

Language profile

The language profile of a student considers the languages the student is exposed to in their daily life. It is recommended that the student maintains the languages spoken in the home as their L1 and L2 (where appropriate and can be accommodated by the school).

It is not recommended that the choice is made for a student to undertake a third foreign language as their L2. It is of distinct advantage to the student to be able to access their language learning as effortlessly as possible.

Motivation

The motivation of the student's desire to change their L2 will also be given consideration. This is a choice that will have a lasting impact on the student's access to teaching and learning in certain subjects as they progress through their secondary education. A desire to follow other classmates, a newly developed interest in another language or a lack of interest in the current L2 language are not accepted as arguments for a change of L2.

Change of circumstances

The following circumstances may be considered as reasons for a change of L2, if other criteria are also met:

- The student has chosen a 3rd foreign language contradictory to languages they are already exposed to at L1 and L2 and as a result this may have a negative impact on the student's academic progression.
- The student's parents/carers anticipate a posting to another country where an alternative L2 is a dominant language within the next nine months. The posting must be documented.



The student's academic level and the student as a learner

In collaboration with the Class council (In Primary the class teacher, L1, Math and L2 teacher) and the potential L2 teacher will gauge the student's suitability to the change of L2. The team will form a holistic picture of the student as a learner and evaluate the student's overall approach to their academic studies and their understanding of responsibility as a learner (i.e. are they self-motivated, are they capable of self-directed study and independent organisation of schoolwork?).

In addition to this, the student will undergo a screening process at the appropriate level to assess the student's ability to access teaching and learning in the desired L2 language.

The school's opportunity to meet the request

In the event that the change in L2 is authorised but there is no availability of a space in the desired L2 class (e.g. the class is at maximum capacity), the student must continue in their current L2 language class until a place becomes available.

Study Rules & Code of Conduct

Upper Secondary
European School Copenhagen

Study Rules & Code of Conduct in Upper Secondary

Background

The European School Copenhagen is an Accredited European School (AES) in the European Schools system. The European Schools are official educational establishments with a common educational structure and syllabus, controlled jointly by the governments of the Member States of the European Union.

The first official European School opened in Luxembourg in 1957 on the initiative of officials from the EU and was established to provide school places for children of personnel of the European Union Institutions. In 2005 it was decided to allow member states to establish their own European Schools, accredited by the European Schools Board of Governors (the Accredited European Schools or Type II schools). There are now 13 traditional European Schools (Type I schools) and 20 Accredited European Schools (Type II schools).

The European School Copenhagen is a type 2 European School, which means it must meet the pedagogical and educational requirements of the European Schools but within the framework of the national schools of the Member State. Thus, the European School Copenhagen is also a public school under the City of Copenhagen, and part of the network of upper secondary schools in Denmark.

Introduction to the Study Rules and Code of Conduct for Upper Secondary

The Study Rules and Code of Conduct for Upper Secondary support the school's values:

Respect – Responsibility – Collaboration – Empathy – Commitment – Curiosity

and mission:

“European School Copenhagen is committed to developing lifelong learners and responsible global citizens”

The Study Rules and Code of Conduct have been adopted in accordance with the Ministry of Education's order no. 1077 of 13 September 2017 on Study Rules and Regulations, etc. in Danish Upper Secondary education. All students and staff at the European School Copenhagen will be informed of these rules when they start in Upper Secondary.

1. Study rules

The following study rules apply at the European School Copenhagen:

- Students are to actively participate in and attend that part of the educational process that requires their physical presence. This applies regardless of whether



the education takes place on or outside the institution's area, including excursions, study trips, etc. The school must be notified of illness and students may be asked to provide a doctor's note at the request of the school¹. See *Annex I: Attendance, Absence and Written Assignments*

- Students are to actively participate in other forms of education, including independent work and digital education. See *Annex I: Attendance, Absence and Written Assignments*.
- Students are to submit their written answers to assignments on time and without cheating or similar misconduct. See *Annex II: Academic Honesty*
- Students are to participate fully in semester tests, annual tests, other internal tests and the like. See *Annex I: Attendance, Absence and Written Assignments*.
- Students may not cheat and/or engage in similar misconduct that may prevent them or other students from or may interfere with completing their education. See *Annex II: Academic Honesty*
- Students with educational special needs should be able to participate in the teaching and exams on a par with other students and have access to educational support. See *Annex VII: Special Educational Needs*.

2. Code of conduct

At the European School Copenhagen, students are always to adhere to norms of good behaviour and respectful relationships between students and between students and management, teachers and other staff members. In addition, students have a duty to follow the specific instructions that they are given by the institution, orally or in writing, in order to maintain or restore good order at the school.

Below are some of the other expected standards for behaviour and interaction that apply at the European School Copenhagen.

- Students are to interact without making excessive noise or racket.
- The school's premises, facilities and furniture should be used with care and students are responsible for tidying up after themselves.
- Students are to adhere to the school's rules for using Lectio and other digital platforms. See *Annex I: Attendance, Absence and Written Assignments* and *Annex III: ICT and Digital Awareness*.
- Students are not to engage in any form of bullying, harassment or discrimination. See *Annex IV: Anti-Bullying, Discrimination and Harassment Policy*.
- Smoking is not allowed during school hours or on the school grounds (incl. school time outside the school e.g. study trips). See *Annex VI: Smoke-free School*
- Students are not allowed to consume alcohol or take drugs at the school or to enter school grounds under the influence (incl. school time outside the school e.g. study trips). See *Annex V: Drugs and Alcohol*
- Students must comply with the school's ICT rules. See *Annex III: ICT and Digital Awareness*

¹ The cost of obtaining a doctor's note is to be covered by the student.

- It is not permitted to influence or encourage others to adopt extreme or fundamentalist views and extreme or fundamentalist behaviour contrary to the purpose of the education, including promoting social control of other students contrary to the purpose of the education.

Student conduct outside the institution

The rules also cover students' behaviour outside the institution, i.e. behaviour that students exhibit in their spare time if the behaviour has a direct impact on the educational environment at the European School Copenhagen.

3. Procedure for intervention in case students violate the rules

In the case of minor violations of the Study Rules and Code of Conduct, European School Copenhagen may orally or in writing give the student a reprimand.

In case of more serious violations of the Study Rules and Code of Conduct, one or more of the following sanctions may be imposed from article 42 of the [General rules of the European Schools](#) (not necessarily in the order listed):

- Reprimand
- Warning and/or sanction by the Director
- Temporary exclusion from the school by the Director
- Exclusion from one or more school trips organised during the current school year
- Expulsion from the school decided by the Director

All disciplinary measures will be entered in the student's personal data in Lectio and kept for a maximum of three years.

The school also reserves the right to²:

- Prohibit the student from bringing and using specific private objects or types of objects, including a mobile phone or similar means of communication, for a specified period of time when they are at the institution and in the classroom, when and to the extent that this is properly or pedagogically justified.
- Confiscating for a maximum of 24 hours or more of one or more of the student's private objects (belongings), including a mobile phone and similar means of communication. The student is obliged to immediately hand over the object or objects that the institution has decided to confiscate. If the student does not fulfil this obligation, the institution may decide to impose a sanction for this. However, this does not release the student from the obligation to hand in the object³.

² Bekendtgørelse om studie- og ordensregler m.v. i de gymnasiale uddannelser, article 6.4,

³ Bekendtgørelse af lov om de gymnasiale uddannelser, article 43.



Suspension and temporary limited access to the institution while a case is being processed

As part of the processing of a case under this set of rules, European School Copenhagen may decide to suspend the student in question or to restrict the student's access to the institution temporarily while the case is being investigated further.

Suspension or temporary limited access to the institution may be instituted in the following situations:

- Situations where it is considered necessary for upholding and complying with the institution's rules and code of conduct. This can e.g. be the case when it has been reported to the police that the student has committed a violent, threatening or otherwise illegal act, which may have a direct impact on the order and interaction between the students at the institution and may result in a permanent expulsion.
- Situations where it is considered necessary to maintain order at the institution and safeguard the participation of other students and staff in the educational activities at the institution.

Conditional sanctions

European School Copenhagen may decide that a specific sanction is only initiated if the student violates the rules again within a specified period. European School Copenhagen may also set terms for a conditional sanction that are pedagogically justified, for example:

- Within a specified period, the student repairs the harmful effects of their violation of the Study Rules and Code of Conduct.
- Within a specified period, the student satisfactorily carries out specific activities or similar to prevent him/her from repeating the incident or carrying out other violations of the Study Rules and Code of Conduct, or through mediation or other suitable means the student settles or reconciles matters with the aggrieved students, members of staff or others.

4. Promotion to S6 and S7

By the end of the year all students will receive a year grade (the C mark), which is the assessment of all the work done within the school year. The promotion of a student is based on this year grade. All students who have achieved a mark of at least 5 out of 10 in all subjects (Religion excluded) will automatically be promoted to the next year level⁴.

Students who have failed to obtain an average of 5 out of 10 calculated on the basis of the marks achieved in the promotion subjects and who have achieved four or more marks below 5 out of 10 in all of the promotion subjects will not be promoted.

⁴ As described in Article 61, D1-3 in The General Rules



All students who do not fulfil the criteria above shall be subject to a special scrutiny by the Class Council to decide whether a student must repeat the year. The promotion will be based on the criteria stated in article 61 in the General Rules of the European Schools. In accordance with article 62 of The General Rules of the European Schools the decision of the Class Council applies except in cases of procedural irregularity.

5. Appeals/complaints process

As an Accredited European School, it is important that the school hears and addresses complaints in line with the relevant legislative and regulatory frameworks.

According to Danish legislation, if the institution decides not to advance a student to the next grade level, the student can make a formal complaint to the Ministry of Education. [See information at the Ministry of Education website.](#)

If a student wishes to appeal a decision made at the institution, they should contact the school's management as soon as possible to ensure that the complaint is considered while it is relevant.

The complaint should be in writing and clearly state the circumstances that in the student's opinion justifies a response to the complaint.

After receipt of a complaint, the management of the institution will make a decision in the case. A student can appeal this decision to the Danish Authority for Education and Quality if it is a legal matter.

More information about appealing a decision from an educational institution is available here: <https://www.uvm.dk/gymnasiale-uddannelser/love-og-regler/klager/klager-over-skolens-beslutninger>

6. References

[Bekendtgørelse om studie- og ordensregler m.v. i de gymnasiale uddannelser](#)
[Bekendtgørelse af lov om de gymnasiale uddannelser](#)
[General rules of the European Schools](#)



Annex I - Attendance, Absence and Written Assignments

1. Attendance registration

The school is legally obligated to keep an account of students' failure to attend classes., Absence will be registered at the beginning of the lesson. If students arrive late, they will be registered as 100% absent as the attendance obligation applies from the beginning of the lesson. When absent, students must write the reason for their absence, e.g. illness, under "Fraværsårsager" on Lectio, so the school can assess the reasons for absence.

The absence report of each student is reviewed approximately once a month in cooperation between the Study Director and Student Counsellor.

2. Excused absence

If a student is meant to participate in two study-related events simultaneously, e.g. an L2 lesson and a Student Council meeting, the absence from the class (in this example L2) is excused. The student must note the reason for the absence in Lectio.

3. 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 for the assignment on Lectio, in hard copy or other formats.

If there are clear indications that the assignment has not been submitted satisfactorily or correctly, e.g. the assignment is devoid of or has only limited relevant academic content, the teacher may register the assignment as absence. In this case, the assignment must subsequently be completed by the student.

Students who do not submit an assignment on time will be registered for a collection heat to complete the assignment concerned as soon as possible. Any student who has been registered for a collection heat has an obligation to attend. Assignments submitted too late will only receive limited feedback but will count towards the A-grade.

4. Assessment of absence

As a general rule, all students are expected to attend all educational activities¹, including virtual teaching, 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

¹ All activities that are in the schedule in Lectio except voluntary after school activities.

illness can also impact a student's attendance. This means that the student's absence is individually assessed.

5. Special rules governing absence due to prolonged illness

If a student experiences prolonged illness or suffers from a chronic illness, the school will need to see a medical certificate. After this, the school will seek to accommodate the special considerations within the existing framework. However, supplementary instruction will only be provided in exceptional instances. 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.

6. Warnings

Violations of the school's Study Rules and Code of Conduct can trigger a written or oral warning, depending on the severity of the violation.

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 first warning states that the student is required to 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, he/she may 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 expulsion from the study programme.

7. First written warning for absence

A student will be issued with a written warning if the monthly absence review shows that the student 1) generally has an excessive level of 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'/guardians' 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 a final written warning, which is the next step in the written warning process.

8. 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'/guardians' 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 year level. If this happens, the student will be notified in 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 Study Rules and Code of Conduct.

9. Termination 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.

10. 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 II: Academic Honesty

Students at the European School Copenhagen must demonstrate integrity and honesty in all their academic work. Academic misconduct is a serious matter and will be dealt with accordingly.

1. Cheating, plagiarism and other forms of academic dishonesty

It is cheating when you hand in written work that you have not produced yourself. You are allowed to use sources, but you must always reference the sources. In the [EB Handbook, XII](#), you can read more about plagiarism and how you should reference your sources.

Here are some examples of cheating listed in the EB Handbook:

- Buying or selling of essays, assignments or tests/examination questions.
- The preparation and/or writing of an assignment by someone other than the name on the work.
- Allowing your essay, assignment or examination to be copied by someone else. Copying someone else's work in class or during an examination.
- Bringing materials into the examination room that could be used for cheating.

2. Procedure in the event of cheating or attempted cheating during examinations

The procedures in the event of cheating or attempted cheating during examinations can be found in article 9 of the [Arrangements for Implementing the Regulations for the European Baccalaureate](#):

9.1 Pre-Baccalaureate Examinations

In the event of cheating or attempted cheating during a Pre-Baccalaureate examination, the Director will be able to award the mark 0 (zero) for the examination in question. In addition, the School's Director may decide on measures which could lead to exclusion from the Pre-Baccalaureate examinations.

9.2 European Baccalaureate Examinations

In the event of cheating or attempted cheating in European Baccalaureate examinations, the Chairman of the Examining Board or the Vice-Chairman representing him or the Director of the School's Examination Centre will decide on the measures to adopt. He will be able to award the mark 0 (zero) for the examination in question. He is also authorized to take measures which could entail exclusion from the European Baccalaureate examinations. Candidates will be made aware of these measures before the examinations.

3. Sanctions/penalties in the event of cheating or attempted cheating in relation to work submitted during the year

If a student cheats or attempts to cheat in connection with work submitted during the year, for example short papers or longer essays, which count towards the student's A



mark, the assignment is registered as not submitted and the student receives a verbal warning from the Director of the School and a note in Lectio.

If the student is caught cheating a second time, the student receives a written warning from the School's Director. Should a student cheat a third time, serious sanctions may be implemented.

Written warnings given in connection with cheating do not lapse at the end of the school year.

Annex III: ICT and Digital Awareness

The use of Information and Communications Technology (ICT) is an integral part of the education at the European School Copenhagen and one of the key skills for everyday life.

Our goal is for students to become confident users of ICT with the skills, knowledge and understanding to use ICT resources effectively and as a powerful tool for learning.

Students should develop digital competences and communications skills, but also digital awareness and ethics. It is important that they know how to communicate and conduct themselves online, and that they can critically analyse digital information sources and manage their digital footprint.

The school has adopted a 1:1 ICT strategy in Secondary, which means that students are expected to bring their own laptop and charger to school every day.

In order to protect individual users and ensure everyone is clear on the rules for ICT and communications, the school has adopted a set of rules under the following headings:

1. Acceptable use of laptops and other electronic devices
2. Responsibility for laptops and other electronic devices
3. Digital awareness and ethics
4. IT and communications platforms at the school
5. Responding to online safety incidents and concerns

1. Acceptable use of laptops and other electronic devices

- Students are required to bring a laptop and charger to school every day. The student is responsible for making sure the laptop works and is updated regularly and has the programs required.
- Students have access to the school's internet and can print documents in the printer hubs in Secondary. Students should consider the environment and think before they print. Excess print/paper should be put in the paper recycling bins.
- Laptops, mobile phones and other electronic devices must be used safely and appropriately within the school.
- All use of laptops, personal devices and mobile phones will take place in accordance with the law and other appropriate school policies.
- Computers may be used in connection with study activities, writing assignments, searching for information and other relevant schoolwork.
- Laptops must be closed when the class starts and may only be used when the teacher gives instructions to do so.
- Students must put away their phones and computers when asked to do so.
- Games, non-class-related Internet browsing, and chat should ALWAYS give way to schoolwork. All other use of electronic devices in class must not take place.



- Mobile phones and personal devices may not be used in specific areas within the school such as changing rooms, toilets and swimming pools.

2. Responsibility for laptops and other electronic devices

- Electronic devices of any kind that are brought into the school are the responsibility of the user at all times.
- Students are advised to take steps to protect their mobile phones, laptops and other devices from loss, theft or damage; the school accepts no responsibility for the loss, theft or damage of such items on school premises.
- Students are advised to use passwords/pin numbers to ensure that unauthorised calls or actions cannot be made on their phones or devices; passwords and pin numbers should be kept confidential and mobile phones and personal devices should not be shared.

2. Digital awareness and ethics

- Students must adhere to the school's values, particularly the values of Respect, Responsibility and Empathy, in all of their communications and when they are online and using social media.
- The sending of abusive or inappropriate messages/content via mobile phones or personal devices is forbidden.
- All students are advised to ensure that their mobile phones and personal devices do not contain any content, which may be considered to be offensive, derogatory or illegal.
- Students must respect the feelings and rights of others both on and offline.
- Students must ask permission if they want to film or photograph others – and always ask before sharing the video/photographs.
- Students must take responsibility for keeping themselves and others safe online.
- Students must respect confidentiality and not share other people's personal information (GDPR/Persondataloven)
- Students are also reminded not to break copyright laws (loven om ophavsret) e.g. by downloading movies and music without paying for its use, using others' photographs without permission, creating videos with unlicensed music clips, etc. See also *Annex II: Academic Honesty*.
- Digital/online bullying is not accepted. See also *Anti-bullying, Discrimination and Harassment policy*.

3. IT and communications platforms at the school

- In Upper Secondary, communications between students and the teachers and administration/management often takes place via the school management and communications platform Lectio.
- Lectio is a planning and communications tool for the school's staff. This is where students can find information about their modules, schedule, attendance, assignments, messages from teachers and administration, etc.



- Students are expected to check Lectio daily for important updates and messages from the school.

4. Responding to online safety incidents and concerns

- Students who have a concern about ICT or digital safety issue must contact a teacher or a member of the school's management.
- Breaking the above rules, can have serious consequences.



Annex IV: Anti-Bullying, Discrimination and Harassment Policy

We wish to create an environment in the Upper Secondary department of the European School Copenhagen, where community and our values of respect, collaboration and empathy guide our actions.

We want to maintain a fruitful learning environment where we can fulfil our mission to create educated, lifelong learners and responsible global citizens.

We want a school where everyone thrives and belongs, and no one feels lonely or excluded from the community.

Bullying, discrimination and harassment does not belong in this environment and will not be tolerated.

Bullying, discrimination and harassment can cause serious and long-lasting damage to the students' health, wellbeing and learning. Bullying, harassment and discrimination is not just a problem for the victims and perpetrators but a collective problem because it undermines the community and creates a hostile environment for everyone.

This policy sets the school's position on bullying, discrimination and harassment and is informed by the relevant legislation. The policy is part of the Study Rules and Code of Conduct for the Upper Secondary Department, which explain the general expectations for the students' behaviour and the sanctions for violation thereof.

This policy addresses the following questions:

1. What is bullying?
2. What is harassment?
3. What is discrimination?
4. How do we avoid bullying, discrimination and harassment?
5. What do we do if bullying, discrimination or harassment occurs?

1. What is bullying?

Bullying can take many forms. However, one thing that is important to understand about bullying is that when you bully someone, you expose them to acts that they perceive as hurtful or degrading.

Bullying can be **direct** (e.g. physical contact, facial expressions or verbal degradation) or **indirect** (e.g. gossip, slander or isolation). Bullying can occur face to face or it can take the form of **digital or cyber** bullying.

Digital bullying can be when you post an offensive message or images on social media or when you exclude certain people from otherwise common groups on social media. Bullying can be a conscious or an unconscious act.

Examples of bullying include:

- abusive, insulting, rude, offensive language, including shouting at someone
- teasing and name-calling
- intimidating, hostile or threatening behaviour or violence
- humiliating someone through sarcasm, jokes or insults
- undue criticism
- spreading misinformation or malicious rumours
- excluding, isolating or marginalising a person from the group

2. What is harassment?

Harassment is when the bullying is so severe, persistent or targeted at a person/people that it hinders their ability to get an education, significantly harms their well-being, substantially interferes with their rights or intimidates them because of their identity.

Sexual harassment is a particular form of harassment, where behaviours are committed because of a person's gender or sex. Some examples of sexual harassment include:

- sharing sexual photographs or making comments of a sexual nature about a student to other classmates, including on social media (e.g. spreading sexual rumours or comments about a student's body)
- making sexual jokes, comments, or questions
- invading someone's space in a sexual manner
- inappropriate sexual touching or gestures
- physical abuse
- pressure to perform sexual acts or to have sex
- verbal abuse using anti-gay or sex-based insults
- stalking or repeated unwanted messages

3. What is discrimination?

Discrimination is when someone is treated differently because they belong to a particular group of people or have a particular characteristic. Bullying or harassment can be especially harmful when it is linked to discrimination.

It is the school's policy that no student or staff shall be treated less favourably on the basis of race, religion, national origin, sex, sexual orientation, gender identity or disability (see also Annex 3: Special Educational Needs).

4. How do we prevent bullying, discrimination and harassment?

Teachers and students need to be aware of how they treat each other in class and in social settings, including on social media (see also *Annex III: ICT and Digital Awareness*). The school has therefore developed a framework for preventing acts of bullying, discrimination and harassment by raising awareness of the issues and ensuring that students and staff understand what is expected of them.

At the beginning of every school year, the Anti-Bullying, Discrimination and Harassment Policy and Upper Secondary Study Rules and Code of Conduct are presented to and discussed with the students. All students acknowledge that they have read and will follow the rules. Parents are presented with the rules at the first parents meeting.

These are some of the standards for good social behaviour that students and staff will discuss:

- We distinguish between "teasing for fun" and "teasing for real" and say "no" if we feel that people have overstepped our boundaries.
- We reject bullying and involve a contact person (see below) if we suspect bullying.
- We do not ignore or exclude a person e.g. by not talking to him/her.
- We speak properly to each other and do not use offensive or hurtful language, including condescending nicknames.
- We are aware that written words on social media, Lectio and SMS are easier to misunderstand than when we talk to each other face to face
- We avoid using offensive or hurtful language on social media and generally adhere to the "grandmother rule": I am comfortable sharing the messages and pictures that I post on social media with my grandmother.
- We do not access other people's online profiles.
- We do not share pictures of others without their permission.

In order to prevent acts of bullying, discrimination and harassment, the school has assigned different tasks and responsibilities to different groups of people at the school.

The Well-Being Council

The Well-being Council consists of 3-5 students that represent the diversity of the student body (e.g. different year levels, fields of study, gender) and a teacher/management representative. The group aims to prevent bullying, and group members can be contacted by students who experience or observe bullying. The Well-Being Council is an opportunity for a student to contact another student in cases where it may be safer in the first instance than to contact a teacher/study counsellor. The Well-Being Council is anchored in the Student Council, which establishes the Well-Being Council every year. As soon as a member of the Well-Being Council receives an inquiry or concern about bullying, they must raise it with the study counsellor immediately.



The teacher

The teacher is expected to pay attention to issues in the class and the welfare of individual students and social interaction in the class. The teacher intervenes if there are signs of bullying, offensive or disrespectful behaviour, discrimination or harassment.

Class teams (teaching teams)

All classes have a "class team", consisting of the class teacher and two other teachers in the class. The class teacher is responsible for raising and addressing concerns regarding well-being in the class, i.e. issues picked up in a Student Well-Being Survey. The class team regularly communicates with the study counsellor about the class and the individual students, i.e. at the status meetings in connection with the student reports.

Study counsellor

The role of the study counsellor is to talk to the individual students about their wellbeing and concerns about bullying, etc. The study counsellor, therefore, plays a very important role in uncovering incidents of bullying, discrimination or harassment and introducing initiatives to prevent these from occurring.

Management

If serious cases of bullying, discrimination or harassment occur, management should be involved.

5. What do we do if bullying, discrimination or harassment occurs?

If we experience or observe acts of bullying, discrimination or harassment, we act promptly.

Reports of bullying, discrimination or harassment can be made to several people, including:

- Students in the Well-Being Council
- The class teacher
- One of the teachers in the class
- The study counsellor

It is the responsibility of the study counsellor to investigate the course of events by talking to the different parties.

Bullying, harassment and discrimination is a violation of the Upper Secondary Study Rules and Code of Conduct and will be sanctioned accordingly. This can, for example, mean expulsion from the school.



Annex V: Drugs and Alcohol Policy

It is strictly forbidden to consume alcohol and take drugs on school premises, bring alcohol or drugs to school premises or enter the school premises under the influence.

Only on special occasions, subject to prior agreement with the school's management, and under adult supervision, will beer be served.

Violation results in suspension. In particularly serious cases, the student may be permanently expelled.

1. Purpose

The aim of this Drugs and Alcohol Policy is to:

- Create an environment where students thrive both academically and socially.
- Encourage a social environment where alcohol does not play a central role and the students have a healthy relationship to alcohol.
- Maintain the school's standing and reputation by ensuring that the students are good ambassadors when they represent the school externally
- Provide room for dialogue on the topic through information and education
- Prevent students from developing problems with alcohol and / or drugs
- Offer help as early as possible to students who may have problems with alcohol and / or drugs

2. General rules about drugs and alcohol

The general view is that alcohol and school do not go together. Students are not permitted to consume beer, wine or spirits on school premises or bring beer, wine or spirits onto school premises. Any possession of, trafficking in or consumption of drugs is also prohibited at school and on school premises. It is therefore not acceptable for a student to enter school or school grounds under the influence or for example smell of alcohol in class or on school premises.

This policy does not prevent alcohol from being purchased and consumed on special occasions, such as school parties. Alcohol stronger than beer is generally not permitted under any circumstances.

3. Exceptions

Cafés: Café events are non-alcoholic when they are held on school nights.

Social events with limited alcohol consumption: During the school year, there will be a number of social events for the students. Many of these will be organised by the student



committees and will take place at the school. Some of the events can by prior agreement with management include limited and regulated serving of alcohol.

School parties/celebrations and cafés: These parties are arranged on the basis of guidelines agreed between management and the Social Committees. It is a shared responsibility to have a good experience at parties and cafés. This means being considerate of others and being mindful that the event is taking place in an educational institution, and not least being aware of one's own behaviour and alcohol consumption and following the instructions from the staff/security.

Soda and beer may be sold. It is not allowed to bring drinks to an event. This may result in expulsion and closing of the party. Alcohol is not served to heavily intoxicated students. Intoxicated students may be sent home with consideration for the student's own safety. For students under 18, the home will be contacted. If a student shows up drunk to a party at the school, the school reserves the right to breathalyze the student and possibly deny the student access to the party.

Study trips, tours and excursions: The school's prohibition of alcohol also applies to study trips, school excursions and tours.

Social events outside the school organised by students: In connection with the students' social life outside the school, the students will to a greater or lesser extent encounter alcohol and drugs as part of the general youth culture. Parents are encouraged to have ongoing conversations with their children about the challenges that young people face in different social contexts. The school will also be in dialogue with the students to try and shift the focus away from alcohol consumption and instead towards other ways of being together and part of a social community.



Annex VI: Smoke-free School Policy

1. Purpose of this policy

- To implement the Municipality of Copenhagen's "smoke-free schools" policy.
- To create a smoke-free environment for everyone at the European School Copenhagen
- To help prevent smoking among young people.

2. Policy

The European School Copenhagen is a smoke-free school. Students, staff, parents/guardians and visitors to the European School Copenhagen are not allowed to smoke on the school grounds at any time, during or after school hours.

Students are also prohibited from smoking when they are outside the school's premises during school hours.

The school's employees must act as role models and are not allowed to smoke or use e-cigarettes, etc. when they are visible to the students.

This policy applies to:

- All forms of tobacco and nicotine containing substances, including cigarettes, e-cigarettes, hookah tobacco and snuff.
- All activities that take place on the school's premises, including after school sports, cultural and social activities.
- All activities during school hours, including school trips, school camps, etc.

3. Actions to enforce a smoke-free school

The school will take the following actions to promote and implement this policy:

- Install "no smoking" signs in various locations around the school, including at the entrances and in the playgrounds.
- Communicate the smoke-free school policy to staff, parents and students through the school's various communications channels – e.g. newsletters, Aula and parent meetings.
- Involve the Board, Parents Councils and Student Councils in the organising of activities to prevent smoking among students.
- Organise events and education in secondary about the risks of smoking, using a variety of resources from e.g. [Kræftens Bekæmpelse \(Danish Cancer Society\)](#)
- Inform staff of the quit smoking [programmes](#) offered by the Municipality of Copenhagen.



Sanctions

- S1-S4 students: If a student is caught smoking, the parents will be notified by the school's management. If a student is caught smoking or smelling of smoke more than once, the school will call the parents in for a meeting. The school will also introduce the student to a smoking cessation tool such as the [XX-hale app from Kræftens Bekæmpelse \(Danish Cancer Society\)](#).
- S5-S7 students: If a student is caught smoking, the school's management will talk to the student. If a student is repeatedly caught smoking or smelling of smoke, the student will be given a written warning.

Other relevant policies and legislation

- [Københavns Kommunes Røgfri Skoletidspolitik / Municipality of Copenhagen "Smoke-free" school hours policy](#)
- [Lov om røgfri miljøer](#)

Approved by the European School Board on 9 June 2020



Annex VII: Special Educational Needs (SEN)

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 and the integration of SEN-students in the European School Copenhagen.

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

1. Differentiation

It can happen that any child may need support at some time during their schooling. Different forms and levels of support are provided, designed to ensure appropriate help for students experiencing difficulties and having special educational needs at any point in their school career, to allow them to develop and progress according to their potential and to be successfully integrated.

In order to meet the needs of individual students, based on 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 students' 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:

General short burst: This concerns any student who may experience difficulties and needs 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 students with mild learning difficulties or in need of more targeted support. Each student has an Individual Learning Plan or Group Learning Plan, which includes specific learning objectives and criteria for evaluating the student's progress.



Intensive Support (long-term): This is provided to students 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 students with similar needs or to individual students. All students receiving Intensive Support have an Individual Learning Plan.

2. Special arrangements for the Pre-Baccalaureate and Baccalaureate examinations

Students with special educational needs 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).

For more information about educational support in the European Schools, please see: <https://www.eursc.eu/en/European-Schools/studies/educational-support>



Budget for European School Copenhagen

Upper Secondary



Indholdsfortegnelse

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Budgetforudsætninger og budgetprincipper

Generelt

Nedenfor er beskrevet de væsentligste forudsætninger, som er lagt til grund for budgettet.

Budgettet er udarbejdet på baggrund af ledelsens forventninger til den fremtidige drift. I budgettet er der taget højde for, omkostninger der er forbundet med udvidelse af yderligere 3 klasser og en forventet reduktion af staten takster.

Budgettet har karakter af en fremtidsvurdering, hvorfor det ikke kan forventes, at alle forudsætninger kan opfyldes, ligesom der kan indtræffe uforudsete begivenheder og hændelser. Tilskuddet fra Ministeriet for Børn og Undervisning afhænger i øvrigt af aktiviteten, og de ved budgetteringen anvendte principper følger i størst muligt omfang de principper, som skal anvendes ved udarbejdelsen af årsregnskabet

Opstillingen af resultatbudgettet følger Børne- og Undervisningsministeriets krav til regnskabslinjer og opstilling i Sank Annæ Gymnasiums årsrapport,

Taxametertilskud mm.

Finansloven for 2021 er endnu ikke vedtaget, men af orienteringsbrev fra Børne- og Undervisningsministeriet af 31. august 2020 fremgår det, Undervisnings-, fællesudgifts- og færdiggørelsestakster er opskrevet med det generelle pris- og lønindeks svarende til 0,8 pct. Dog er bygningstakster nedskrevet med -0,3 pct. Der er foreslået reduktion af markedsføringsudgifter på de gymnasiale- og videregående uddannelser, blandt andet til finansiering af politi forliget, hvorfor der er en skønsmæssig reduktion på 50.000 kr. af det beregnede tilskud. Der er forsat en dispositionsbegrænsning, denne er dog ikke udmeldt. Tidligere har den ligget på 1%, derfor er der en reduktion på 6.859 kr. af det beregnede tilskud.

Det forventes at upper secondary optager 75 elever i de 3 nye S5 klasser august 2021. Dermed forventes at samlet antal årselever at udgør 83 i 2021. Oversigt over forventninger til aktivitet og de udmeldte takster fremgår af bilag 1.

Omkostninger

I budgetoverblikket er vist en samlet oversigt over udgifter fordelt på den kontodetaljering som er stillet til rådighed af kommunen, bilag 2.

I bilag 3 ses et mere detaljeret budget. Der vil ikke være budgetopfølgning på dette niveau, men kun på kontiene som fremgår af budgetoverblikket.

Lønbudgettet er lagt på baggrund af de faktiske lønudgifter til de enkelte medarbejdere samt en vurdering af behovet for yderligere lærer fra august. Der er afsat midler af til en halvtid uddannelsesleder. Der er indlagt midler til lokalløn og merarbejde mm. De generelle lønstigninger i 2021 er udregnet i henhold til gældende overenskomster.



For driftsomkostninger og øvrige omkostninger til undervisning, efteruddannelse, IT, administration, drift og ledelse, er der foretaget justeringer i forhold til at der kommer yderligere klasser i 2021.

Egenkapital

Europaskolen – upper secondary er ikke omfattet af kommunens regler om begrænset overførelsesadgang af driftsresultatet mellem finansårene. Derfor har Europaskolen en mulighed for at opbygge en egenkapital på samme måde som de statslige selvejende institutioner.

Nøgletalsfordeling af fællesudgifter.

Fællesudgifter for primary, lower secondary and upper secondary er fordelt efter nøgletal beregnet på grundlag af elevtal.

Fordelingsnøglen for

- Primary, lower secondary er 89 %
- Upper secondary er 11%



Appendix 1 Grant overview 2021

Tilskud 2021

Tilskud beregning 2020	årselever	takst	i alt
2992			
Undervisningstakst	83,0	53.050	4.403.150
Færdiggørelsestakst	0,0	13.600	0
Fælles-takst	25,3	6.440	162.996
Bygnings- takst	25,3	7.610	192.609
Tillægs-takst for A-niveau	0,0	10.650	0
Grant from UVM			4.758.756
Andre tilskud			
Grant UVM			1.400.000
EB Basic subsidy			700.000
Grants from the Municipality			2.200.000
Total Revenue from the municipality and the state mm.			9.058.756
Forventet Dispositionsbegrænsning			6.859
Forventet reduktion af markedsføringsudgifter			50.000
Tilskud efter besparelse			9.001.897



Appendix 2 Budget overview

Budget for European School Upper 2021

Upper		Budget 2021
Grant		
	Grant from UVM	6.101.897
	EB Basic subsidy	700.000
	Grants from the Municipality	2.200.000
Grant	Revenue from the municipality and the state mm.	9.001.897
Teaching costs (undervisningens gennemførelse)		
	Salaries teaching (incl. cleaning, tech)	6.050.000
	Teaching related staff expenses	200.000
	Teaching materials (6xxx + 68xx)	646.750
	Student Activities (67xx)	150.000
	Study trip (Studieture)	75.000
	Projects	25.000
Undervisningens gennemførelse total	Undervisningens gennemførelse total	7.146.750
Building costs (bygningsdrift)		
	Building - energy costs (forsyning, el, varme, etc.)	150.000
	Building - school costs (selv) (3xxx)	225.000
Building total	Building total	375.000
Management and admin. costs (ledelse og administration)		
	Salaries (løn) management and admin.	1.215.000
	Management and administration	249.000
Management and adm. total	Management and adm. total	1.464.000
Total	Total	8.985.750
Resultat	Over/underskud	16.147



Appendix 3 Detailed budget

Budget 2021	
Salaries teaching (incl. cleaning, tech)	
Salaries teaching	5.650.000
Salaries cleaning and tech	400.000
Salaries total	6.050.000
Staff costs	
Teaching related staff expenses	200.000
Driftsudgifter til undervisning	
Teaching materials (6xxx + 68xx)	500.000
Copydan Koda DR, kopi, toner mv.	96.750
It	50.000
Internationalisering/projects	25.000
Student Activities (67xx)	150.000
Study trip (Studieture)	75.000
Driftsudgifter til undervisning total	896.750
Undervisnings gennemførelses totalt	7.146.750
Building - energy costs (forsyning, el, varme, etc.)	
Staff costs	10.000
Energy costs	150.000
Building - school costs (selv) (3xxx)	200.000
Cleaning items	15.000
Building costs total	375.000
Management and admin.	
Salaries Management and admin	1.215.000
Management and admin. - operation	
Office supplies	
Staff costs	220.000
Board fees	29.000
Management and admin. - operation total	249.000
Management and adm. total	1.464.000
Costs total	8.985.750
income	9.001.897
Surplus/ deficit	16.147

Focus Point 4b - The European Dimension

Description:	Objective:	Success criteria:
Develop the school in a European School Spirit, bringing European culture into our global environment.	<p>Extend knowledge of the ES system.</p> <p>Create contacts from different ES schools to ESCPH at school level.</p> <p>Include the Parents Association more</p> <p>Establish and maintain L2 as a core subject at ESCPH.</p> <p>The subject European Hours gets a more central role at ESCPH.</p> <p>Develop a structured and harmonized way of using Portfolios as a mandatory tool in the Europeans School system.</p> <p>Audit</p>	<p>Management visit The European School in Den Haag to establish professional relationships, which should be attached to the school not to individual staff.</p> <p>The Professional Development Plan will include visits online or IRL from other European schools.</p> <p>Students have experienced a focus on different language during the school year</p> <p>Parents (PC) will feel more informed about L2 choice (Parents Council).</p> <p>Plan for permanent L2 classroom for each L2 language – or equivalent - is made.</p> <p>We will see less changes of L2 students in 2020/21 compared to 2019/20.</p> <p>Emphasis on crossing over to L2 for cross-section language traditions.</p> <p>A plan for European Hours all year levels covering all required subjects and methods is made, tried, evaluated and trusted by the end of the year (JEAA).</p> <p>A success criteria for the use of Portfolios.</p> <p>European Hours are more visible at assemblies and other channels.</p> <p>ESCPH is accredited again and the feedback will help us identify new learning goals and opportunities.</p>

ACTION PLAN: Focus Point 4b - European Dimension

- Management visiting ES in Den Haag (Management)
- Inviting European School staff to share knowledge with staff - also online (PDG)
- Support knowledge of the function of L2 in the ES-system and encourage a focus on different languages in the daily school life (L2 teachers and management)
- Ensure good learning environments for L2, similar to other subjects (Management)
- Inform parents about the importance of the students' choice of L2 (L2 teachers and management)
- Establish a L2 Committee that decides on requests for a change of L2 after having started the class (L2 teachers and management)
- A coordinator will develop and establish European Hours in Primary to ensure this subject plays a bigger role at the school (JEAA)
- Audit will be prepared and carried out in the Autumn in collaboration with teachers and pedagogues (management)
- Decorate the school with European displays (All teachers)

Actions this year to date:

- Europe Theme Week in Primary: All classes have made presentations and displays about the European countries.
- European Languages Day: all classes have been working with different European languages.
- Changing Languages Policy, L2 Committee has been established and criteria for changes have been described.
- ECPH has been accredited again and feedback has been received.
- Contact to European School in Tallinn about ES learning platform "My School"
- Feedback from Audit: European Hours will be taught in L2 language from next school year.
- Feedback from Audit: the European dimension should be clearer. What does it mean to be European? What is Europe? This will be a focus of the Pedagogical Development Group.
- Posters will be displayed with information about the EU, EEA and the European Schools by the entrance in the canteen
- Posters with every EU country will be displayed in the staircases.



2 December 2020

Letter to Mayor for Children and Youth Jesper Christensen from the Ministry of Children and Education

Dear members of the European School Board,

Jesper Christensen, the Mayor for Children and Youth in the City of Copenhagen, has received the attached letter from the Minister of Education regarding the bill on a legal separation of the European School and Sankt Annæ Gymnasium.

The Minister wants to postpone the bill as she links it to the question of criteria for student admission to the upper secondary school.

Following on from this letter, we have arranged a meeting with the Children and Youth Administration, and we are trying to set up a meeting with the Ministry of Children and Education.

Kind regards,

Anette Holst

Director of Sankt Annæ Gymnasium and the European School
Copenhagen

Annex 8.1. Brev til børne- og ungdomsborgmesteren 27112020



**BØRNE- OG
UNDERVISNINGS-
MINISTERIET**

Børne- og ungdomsborgmester Jesper Christensen
Københavns Kommune
Borgmester@buf.kk.dk

Ministeren

Frederiksholms Kanal 21
1220 København K
Tlf. nr.: 32 92 50 00
E-mail: uvm@uvm.dk
www.uvm.dk
CVR nr.: 20453044

Kære Jesper Christensen

27. november 2020
Sags nr.: 20/22999

Børne- og Undervisningsministeriet har haft et udkast til lovforslag om Europaskolen i ekstern høring. Et forslag, der efter ønske fra jer skal muliggøre en adskillelse af Europaskolen fra Sankt Annæ Gymnasium.

I forbindelse med høringen har Danske Gymnasier afgivet et høringssvar om, at Københavns Kommune bør følge de samme regler for optagelse, elevfordeling og kapacitetsstyring, som gælder for andre offentlige gymnasier.

Høringssvaret har givet mig anledning til at overveje Europaskolens optagelsesgrundlag nærmere. Jeg har derfor besluttet at udskyde fremsættelsen af lovforslaget, indtil der er sket en afdækning af problemstillingen og mulige løsningsmodeller.

Københavns Kommune vil blive kontaktet af mine embedsmænd med henblik på tilrettelæggelse af videre proces.

Med venlig hilsen

Pernille Rosenkrantz-Theil