



Ref.: 2023-09-D-38-en-3

Orig.: EN



## Dossier of Conformity, N-S5: European School Copenhagen (ESCPH) (DK)

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Approved by the Board of Governors at its meeting of 10, 11 and 12 April  
2024 in Parma (Italy) - Hybrid

This updated Dossier of Conformity cancels and replaces document 2012-09-D-25-en-5.

## Section 1: General information

### a. Contact information

School name	European School Copenhagen (ESCPH)
Address	Ny Carlsberg Vej 99, 1799 København, Denmark
Phone	+45 36 14 01 90
Email	<a href="mailto:admin.escph@kk.dk">admin.escph@kk.dk</a>
Website	<a href="https://escph.dk/">https://escph.dk/</a>

### b. School status

State	Yes
Private (please provide details)	No
Mixed (please provide details)	No

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).

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

European Institution or Agency	<input checked="" type="checkbox"/>	European Environment Agency (EEA), The European Parliament Information Office (EPIO) and The European Representation Office in Denmark (ERO).
International Institution	<input type="checkbox"/>	
Other	<input checked="" type="checkbox"/>	The regulation establishing the European Environment Agency (EEA), the European Environment Information and Observation Network (Eionet) was adopted by the European Union in 1990 (Council Regulation, ECC, no. 1210/90 of 7 May 1990) and came into force in late 1993 immediately after the decision was taken to locate the EEA in Copenhagen. The

	<p>agency commenced its official operation in 1994 and now has 38 member countries.</p> <p>Furthermore, there are two European institutions in Copenhagen: The European Parliament Information Office (EPIO) and the European Representation Office in Denmark (ERO).</p> <p>The EEA's location in Copenhagen has elicited a need for a European School in Copenhagen, as the children of EEA employees are of European backgrounds. Additionally, the rising influx of expatriates to Denmark adds to the increasing need for international school places. Thus, the need for greater capacity in international schools is considered a serious problem in relation to attracting and retaining highly skilled labour. In order to prevent exacerbation of Denmark's competitiveness, close attention is being paid to meet the needs and demands of the growing international community in Copenhagen.</p>
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#### d. Students

Number of pupils over the previous 5 years:

	Sept 2023	Sept 2022	Sept 2021	Sept 2020	Sept 2019
Nursery	67	72	71	74	77
Primary	377	346	343	320	294
Secondary	460	484	408	224	102
TOTAL	904	902	822	704	547

#### e. Management

<u>Role</u>	<u>Name</u>	<u>Qualifications</u>
Director	Julie Rørdam Thom	MPG (Master of Public Governance, MA), 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
Deputy Head – Upper Secondary and Bac Coordinator (S5 - S7)	Hans Bolvinkel	Cand.scient. (MSc) Maths and Chemistry, Teacher Training Certificate (Pædagogikum)

Deputy Head – Lower Secondary (S1 - S4)	Madelaine Pippa Kirk	BA of Arts in English and Creative Writing, Certificate of Education in English. 1 year of management experience
Head of Primary	Helle Bjerre Degn	Qualified manager in management and psychology, 20 years of management experience, Danish Teacher qualification for Primary and Lower in German and French, Diploma in teaching foreign languages
Deputy Head of Primary	Rikke Groth Nielsen	Cand.mag (MA), Teacher Training, 8 years of teaching experience, 1 year of management experience
Head of Administration	Hella Helvig Jensen	Cand.jur (Masters of law), 17 years of management experience

**f. Connected authorities<sup>1</sup>**

<u>Name of authority and its connection to the school</u>	<u>Members (names and functions)</u>
Children and Youth Administration of the City of Copenhagen	Tobias Stax, Director of Children and Youth, Cph Municipality
	Kate Obeid, Head of BUF VVK (Geographical area of ESCPH location)
The Ministry of Children and Education	Lars Damkjær (Head of the Danish Delegation)
	Liz Nymann Lausten (Head of Office - Upper Secondary Education)
	Mette Rousøe (Team Manager – Upper Secondary Education)
	Bettina Brandt (Representative for the Danish delegation - Primary)

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<sup>1</sup> For example, regional/city educational authorities or private educational organisations

**g. Monitoring**

Will the school be inspected or monitored by national inspectors or other authorities?

Yes

No

If yes, please describe the main principles of this inspection/monitoring.

## Section 2: Pedagogical Equivalence

### a. Summary

What part of the school is devoted to European Schooling?

- Whole part  
 Section / part of school

If 'section/part of school', please explain.

### b. Organisation of European Schooling

i. Complete the table below to show which teaching levels have been opened and when

<u>Year group</u>	<u>Year first opened</u>	<u>In which sections?</u>		
		<u>How many students in Sept 2023?</u>		
Nursery - Only N2 (in keeping with Danish education policy)	2014	DK	EN	FR (opened 2018)
		26	26	15
Primary 1	2014	DK	EN	FR (opened 2019)
		26	26	21
Primary 2	2015	DK	EN	FR (opened 2020)
		26	26	22
Primary 3	2016	DK	EN	FR (opened 2021)
		30	26	22
Primary 4	2017	DK	EN	FR (opened 2022)
		26	25	24
Primary 5	2018	DK	EN	FR (opened 2023)
		26	25	26

Secondary 1	2018	DK	EN	FR
		40	26	0
Secondary 2	2018	DK	EN	FR
		53	25	0
Secondary 3	2019	DK	EN	FR
		54	24	0
Secondary 4	2020	DK	EN	FR
		51	25	0
Secondary 5	2020	DK	EN	FR
		51	23	0

N.B. The FR section will grow, year by year, in the secondary school with S1 opening in September 2024.

ii. If some teaching levels are not provided by the school, please explain links to other schools which do provide this missing provision:

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iii. Will you offer the European baccalaureate<sup>2</sup>?  Yes  
 No

Planned date of first Baccalaureate exam session: Summer 2023

Dossier of Conformity (2020-09-D-31-en-4) approved December 2020. S6 opened in September 2021.

**c. Languages**

i. Language sections

*Article 4.1: It offers a minimum of two language sections, including at least one in either English, French or German and one in any other L1 accepted in the European Schools system, ordinarily that of the host country. Any deviation from that provision shall be mentioned in the Dossier of Conformity and be brought to the attention of the Joint Teaching Committee and the Board of Governors by the Secretary-General. Each deviation shall be expressly agreed upon before, where appropriate, an opinion is expressed or a decision is reached.*

Section in vehicular language:	<input type="checkbox"/> DE <input checked="" type="checkbox"/> EN <input checked="" type="checkbox"/> FR
Section in host county language, if different from vehicular language (please specify)	Danish
Section in other language (please specify)	

N.B. FR section is still opening up (see section 2bi)

If deviating from article 4.1, please state how and why.    
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ii. Provision of a first foreign language (L2)

*Article 4.4: Language learning provision in terms of Languages II, III and IV complies with the Regulations in force in the European Schools, more especially with the provisions of the General Rules of the European Schools and with the particular decisions of the Board of Governors concerning the teaching of languages. Exceptions to the aforementioned regulations may, however, be proposed by the school which is a candidate for accreditation at the time of submission of the Dossier of Conformity and must, where applicable, be approved by the Board of Governors.*

Will the school offer English, French and German as L2?

Yes  
 No

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<sup>2</sup> Please note, a separate Dossier of Conformity must be presented for the Additional Accreditation Agreement for the Baccalaureate Cycle.

If no, please provide a justification here.

iii. Language of the country (Non-binding objective)

Do pupils learn the language of the country in which the school is based?

- Yes, compulsory
- Yes, optional
- No

Will the school offer the Host Country Language as L2? (when different from EN, FR, DE)

- No
- Yes, introducing it as follows:

<u>Year group</u>	<u>Year in which HCL as L2 will start being offered</u>
Primary 1	2023 <sup>3</sup>
Primary 2	2024
Primary 3	2025
Primary 4	2026
Primary 5	2027
Secondary 1	2028
Secondary 2	2029
Secondary 3	2030
Secondary 4	2031
Secondary 5	2032

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<sup>3</sup> Document 2020-01-D-25-en-4, 'Including the Host Country Language in the group of Languages 2' underlines the importance of a gradual introduction of the HCL as L2, starting with P1. Starting with P2 at the same time is also possible.



- iv. Which L1s, not covered by the language sections offered, do you anticipate having in your student population?

German, Spanish, Italian, Hungarian, Portuguese, Latvian, Polish

- v. L1 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.*

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 8<sup>th</sup>, 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 non-category 1 P0-S4 students if there are a minimum of 7 students.

The European School Copenhagen offers lessons in mother tongue for non-category 1 S5 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"/>	Weekly
Distance learning techniques	<input checked="" type="checkbox"/>	Weekly
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"/>	

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

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?

When new students are admitted, they are offered support in the language of the section which they join instead of in their mother tongue/dominant language, if they wish.

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

<u>Provider</u>		<u>Frequency</u>
Teacher at the school	<input checked="" type="checkbox"/>	Weekly
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"/>	

vi. Subjects taught through the L2 up to S5

As European Schools   
Other (please explain)

vii. Subject taught through the host country language (HCL) up to S5

*According to the 'Organisation of Studies' of the European Schools (2011-01-D-33-en-9) Article 2.5 b, Art, Music and PE can be taught in EITHER the L2 or the host country language (HCL). However, in compliance with 2019-01-D-19, students must be taught Art, Music and PE in a language that they already study.*

As European Schools   
Other (please explain)

viii. L3 (second foreign language) and L4 (third foreign language)

*Article 4.4: Language learning provision in terms of Languages II, III and IV complies with the Regulations in force in the European Schools, more especially with the provisions of the General Rules of the European Schools and with the particular decisions of the Board of Governors concerning the teaching of languages. Exceptions to the aforementioned regulations may, however, be proposed by the school which is a candidate for accreditation at the time of submission of the Dossier of Conformity and must, where applicable, be approved by the Board of Governors.*

Will the school make any exception to the regulations in place in the European Schools for L3 and L4 language learning provision?

Yes  
 No

If yes, please state what exceptions are planned:

**d. Pedagogical content**

- ii. If the school will vary from the European School curriculum in the years N-S5, please state what variations will occur and why.

Religion will follow the Danish curriculum which is non-confessional, as well as the Danish amount of hours, and the Danish yearly number of lessons.

- ii. If the school will deviate from the European School syllabi in any subject in the years N-s5, please fill in the table below (which may be enlarged if necessary.)

Subject involved	Year group(s) involved	Description of deviation	Reasons for deviation
Religion	N – S5	Religion will follow the Danish curriculum which is non-confessional, as well as the Danish amount of hours and the Danish yearly number of lessons.	Schooling in Denmark must not have tuition in confessional religion.

- iii. 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 with consecutive year levels?

As per agreement with the Municipality of Copenhagen, there are 26 students per class in P0 – S4. In S5, there are 28 students.

For all subjects in P0-S4 a number of minimum 7 students is required to create a class. For all subjects in S5 a number of minimum 5 students is required to create a class. Management has the right to create classes for less than 7 students in P0-S4 if needed with regards to meeting the European Schools' syllabus.

Management has the right to create classes for less than 5 students in S5 if needed with regards to meeting the European Schools' syllabus.

The European School Copenhagen offers lessons in mother tongue tuition for non-category I S5 students if there is a minimum of 5 students.

The European School Copenhagen offers lessons in mother tongue for non-category I P0-S4 students if there is a minimum of 7 students.

iv. Schedules

How long are lessons in the secondary school? 45 minutes  
 How long are lessons in the primary school? 30 minutes  
 How many teaching days per year? 190 days

Please include, as an annex, a generic schedule i.e. subjects and numbers of hours only, for:

- Nursery
- Primary 1
- Primary 3
- Secondary 3
- Secondary 5

ii. Communication with parents

Type of communication		How frequently?
School reports	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	School reports are sent to parents until S4.  From P1 to P5, school reports are sent 2 times a year. From S1 to S3, school reports are sent 3 times a year. In S4 and S5, school reports are sent 4 times a year.  Starting from S5, students have their own access to SMSMyschool to see their school reports.
Meetings	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	We have parent/teacher conferences 2 times a year from N to S4 and 1 time a year in S5.  We have Primary and Secondary Parents Council meetings 3 times a year.  We have parent meetings at each year level in August or September.  We have transition parent meetings (P5 to S1) every year in June.  We have a parent orientation meeting on the European Baccalaureate every year in S5.  As we are an accredited school, we have additional meetings for parents in S4 about applying for the upper secondary on a national level.
Email	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	When needed.
Post	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	We do not use physical paper mail for communication with parents.
Newsletter	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	A newsletter is sent out to parents in N to S4 5 times a year via the e-platform Aula.  Newsletters in S5 are sent out when needed.

Website	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Parents can always access our website for news, calendar, board meeting minutes, and other relevant information.
E-platform	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	From N to S4, we use the e-platform Aula.  In S5, we use the e-platform e-boks which is a national platform for confidential information.
Other	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	When needed, we communicate with parents over the telephone.

ii. **Links with the European Schools system**

**Tallinn (AES)**

Communication with teachers who wished to knowledge-share.

**Helsinki (AES)**

Knowledge-sharing regarding the European Baccalaureate and structures to support student well-being.

**Bruxelles EEB1**

All staff visited the school to gain knowledge and inspiration, both in regards to teaching, administration, and management.

**Tyrol (AES)**

We have supported the new AES in the early days of the school.

## Section 3: resources

### **a. Teaching staff**

- ii. In accordance with the planned number of students stated in section 2, outline below how many teaching staff you have employed over the past 5 years.

<b>Year</b>	<b>FTE<sup>4</sup></b>
Sept 2023	81
Sept 2022	75
Sept 2021	66
Sept 2020	49
Sept 2019	34

- ii. Who will cover the cost of the staff?

National Authority

School

Combination (please explain)

The Municipality of Copenhagen covers the cost of staff from N to S4. The Danish Ministry of Children and Education covers the cost of staff in S5.

- iii. Who recruits the teaching staff?

National Authority

School

Other (please name) \_\_\_\_\_

Combination of groups (please explain)

### **b. Evaluation, recruitment and in-service training**

- ii. Complete the table to describe how the teaching staff will be evaluated.

<u>Evaluation by</u>	<u>Frequency</u>
Director <input checked="" type="checkbox"/>	The Director evaluates the teaching staff annually.
National body for quality assurance <input type="checkbox"/>	
Other (specify and <i>add lines as necessary.</i> ) <input type="checkbox"/>	

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<sup>4</sup> FTE – Full Time Equivalent

- ii. Does the school have a Professional Development Policy?  Yes  
 No

It is the aim of the school that all teachers are continuously developed professionally. It is furthermore encouraged that all teachers attend ES subject group meetings and professional development courses offered by the European School system.

With regards to other professional development, the following frames are given:

- If a teacher or a subject group, section, team want to attend a course or want to apply for other development areas, they must send relevant information to their manager and explain why this is relevant for themselves and the school.
- Courses that are offered to groups of teachers instead of individual teachers will be prioritised.
- Knowledge acquired on professional development courses should be knowledge shared with colleges on staff meetings or professional development afternoons.
- Deadline is primo March and Primo September for staff. Pedagogues apply in January and August. Pedagogical staff apply to nearest manager. Courses that come up during the year can also be taken into consideration.

### c. Buildings and facilities

<u>Room type</u>	<u>Number of rooms</u>
Nursery classrooms	3
Primary classrooms	19
Secondary classrooms	26
Library	1
Gym	1
ICT room	0 (students bring their own laptops in Secondary and borrow from the school in Primary)
Art room	2
Music room	2
Equipped science labs	5

### d. Assessment

What assessment guidelines will be used at the school?

	National	European Schools	Other (please specify)
Nursery		x	
Primary		x	
Secondary 1-5		x	

#### 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?  Yes  
 No
- ii. What is the policy in place to support children with special educational needs?  
 National  
 European Schools  
 Tailor-made
- iii. Outline the main principles of the educational support policy in the box below.

The main principles of the educational support policy is to ensure equal terms for students with and without learning disabilities and other diagnosis.

For P0 to S4, the school follow the Municipality of Copenhagen's support system.

For S5, the school follows the Danish Ministry of Children and Education's support system for upper secondary schools.

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

Management, educational support coordinators, and study counsellors.

- ii. Who is in charge of preparing the requests for special arrangements for the Baccalaureate cycle?  
(See document 2015-05-D-12, Annex VII. This needs to be carried out during the students' s5 year.)

Study counsellor with SEN responsibility and bac coordinator.



**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

\* Religion will follow the Danish curriculum which is non-confessional, as well as the Danish amount of hours, and the Danish yearly number of lessons.

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

## Section 6: The European Specificity

How will the school ensure that the European specificity is fulfilled:	
in the nursery?	Nursery follows the annual European Week and Europe Day, and teachers underline the European dimension in their teaching.
In the primary?	Primary follows the annual European Week and Europe Day, and teachers underline the European dimension in their teaching. From P3, the students have European Hours (by following the European School curriculum and stating to the students when specific parts of the curriculum underline the European specificity).
In the secondary?	Human Science, Geography and History (by following the European School curriculum and stating to the students when specific parts of the curriculum underline the European specificity)
in extra-curricular activities?	<ul style="list-style-type: none"><li>- Student mobility programme for S5 students</li><li>- European Day of Languages (whole school)</li><li>- Europe Day (whole school)</li><li>- Model United Nations (S5 and up)</li><li>- European Parliament simulation (S5 and up)</li><li>- Sustainability Week (whole school) – UN sustainability goals</li><li>- COSEA participation (Upper Secondary student council)</li></ul>

Annexes (as requested)

**Annex 1: ESCPH Schedule Nursery**

P0DA	Mandag	Tirsdag	Onsdag	Torsdag	Fredag
08:10-08:40	PIRI BHK 103	PIRI BHK 103	PIRI BHK 103	PIRI BHK 103	PIRI BHK 103
08:40-09:10	PIRI BHK 103	RAHOL1D 103 PIRI BHK 103	PIRI BHK 103	RAHOL1D 103 PIRI BHK 103	PIRI BHK 103
09:10-09:40	RAHOL1D 103 PIRI BHK 103	PIRI BHK 103	ZDM PE S16 PIRI PE S16	PIRI BHK 103	PIRI BHK 103
09:40-10:10	PIRI BHK 103	PIRI BHK 103	ZDM PE S16 PIRI PE S16	PIRI BHK 103	PIRI BHK 103
10:10-10:30					
10:30-11:00	PIRI BHK 103	PIRI BHK 103	PIRI BHK 103	PIRI BHK 103	PIRI BHK 103
11:00-11:30					
11:30-12:00					
12:00-12:25	PIRI BHK 103	PIRI BHK 103	RAHOL1D 103 PIRI BHK 103	PIRI BHK 103	PIRI BHK 103
12:25-12:55	PIRI BHK 103	ZDM PE S16 RAHOPE S16	PIRI BHK 103	PIRI BHK 103	PIRI BHK 103
12:55-13:25	PIRI BHK 103	ZDM PE S16 RAHOPE S16	PIRI BHK 103	PIRI BHK 103	RAHOL1D 103 PIRI BHK 103

BHK = Nursery class

## Annex 2: ESCPH Schedule Primary 1

P1EN	Mandag	Tirsdag	Onsdag	Torsdag	Fredag
08:10-08:40	SUPOL1E 106	SUPOL1E 106	SUPOREL 106	SUPOMAT 106	SUPOL1E 106
08:40-09:10	SUPOL1E 106	SUPOL1E 106	SUPOREL 106	SUPOMAT 106	SUPOL1E 106
09:10-09:40	SUPOMAT 106	NACHMUS 308	SUPOL1E 106	SUPOL1E 106	SUPOMAT 106
09:40-10:10	SUPOMAT 106	NACHMUS 308	SUPOL1E 106	SUPOL1E 106	SUPOMAT 106
10:10-10:30					
10:30-11:00	ZAB PE S16 ZHI PE S16	SUPOMAT 106	SUPOL1E 106	SUPOL1E 106	SUPOL1E 106
11:00-11:30	ZAB PE S16 ZHI PE S16	SUPOMAT 106	MESOL2D L2DA PIRI L2D 103	MESOL2D L2DA PIRI L2D 103	MESOL2D L2DA PIRI L2D 103
11:30-12:00					
12:00-12:25					
12:25-12:55	SUPODIS 106	PIRI L2D 103 MESOL2D L2DA	SUPOL1E 106	MESOART 310	SUPOL1E 106
12:55-13:25	SUPODIS 106	PIRI L2D 103 MESOL2D L2DA	ZAB PE S16 ZHI PE S16	MESOART 310	MESOART 310
13:25-13:55	SUPODIS 106	SUPOL1E 106	ZAB PE S16 ZHI PE S16		MESOART 310

### Annex 3: ESCPH Schedule Primary 3

P3FR	Mandag	Tirsdag	Onsdag	Torsdag	Fredag
08:10-08:40	CLEMMAT 207	CLEML1F 207	CLEMMAT 207	CLEML1F 207	CLEMMAT 207
08:40-09:10	CLEMMAT 207	CLEML1F 207	CLEMMAT 207	CLEMDIS 207	CLEMMAT 207
09:10-09:40	CLEML1F 207	CLEMMAT 207	CHROL2E L2EN' LIPE L2E L2EN;	CLEMDIS 207	CLEML1F 207
09:40-10:10	CLEML1F 207	CLEMMAT 207	CHROL2E L2EN' LIPE L2E L2EN;	CLEMDIS 207	CLEML1F 207
10:10-10:30					
10:30-11:00	CHROL2E L2EN' LIPE L2E L2EN;	CHROL2E L2EN' LIPE L2E L2EN;	CLEMART 310	ZHU PE S17	CLEML1F 207
11:00-11:30	CHROL2E L2EN' LIPE L2E L2EN;	CHROL2E L2EN' LIPE L2E L2EN;	CLEMART 310	ZHU PE S17	CLEML1F 207
11:30-12:00					
12:00-12:25					
12:25-12:55	CLEMREL 207	CLEMDIS 207	CLEML1F 207	CHROL2E L2EN' LIPE L2E L2EN;	CLEMEUH 207
12:55-13:25	CLEMREL 207	CLEMDIS 207	CLEML1F 207	CHROL2E L2EN' LIPE L2E L2EN;	CLEMEUH 207
13:25-13:55	ELFL MUS 308	CLEMDIS 207	CLEML1F 207	CLEMMAT 207	CLEMEUH 207
13:55-14:25	ELFL MUS 308		CLEML1F 207	CLEMMAT 207	

## Annex 4: ESCPH Schedule Secondary 3

S3DA	M	T	W	Th	F
08:25 - 09:10				BEBASCHG116 JECHSCHF121	PECHPE S17
09:10 - 09:55	CHSAL1D 221	VAR MAT 217		CHNYL3D 122 ELDE L3F 120	PECHPE S17
10:10 - 10:55	CHNYL3D 122 ELDE L3F 120	VAR MAT 217	CHSAL1D 221	CHSAREL 220	PECHPE S17
10:55 - 11:40	BEBASCHG220 JECHSCHF219	CLGOL2F 123 ELDE L2E 120	VAR MAT 217	CLGOL2F 123 ELDE L2E 120	CHNYL3D 122 ELDE L3F 120
11:40 - 12:25	BEBASCHG220 JECHSCHF219	CLGOL2F 123 ELDE L2E 120	VAR MAT 217	NICH LAT 120 VAR ICT 217	VAR CLA 217
13:10 - 13:55	SEJE SCI 401	JEBA MUS 410	CLGOL2F 123 ELDE L2E 120	NICH LAT 120 VAR ICT 217	CHSAL1D 221
13:55 - 14:40	SEJE SCI 401	JEBA MUS 410	SEJE SCI 403		CHSAL1D 221
14:50 - 15:35			SEJE SCI 403		RAGEART 309
15:35 - 16:20					RAGEART 309

## Annex 5: ESCPH Schedule Secondary 5

	Mandag (15/4)	Tirsdag (16/4)	Onsdag (17/4)	Torsdag (18/4)	Fredag (19/4)
	• S5 & S6 report deadline		• S5 & S6 class teacher deadline		• S5 and S6 school reports published
1. modul 8:25 - 9:10	S5HISENA • sost • 317	S5ECOENA • onru roli • 415	S5L2-ENA • dehu • 315	Music Alle elever • dako • 411	
2. modul 9:10 - 9:55	S5HISENA • sost • 317	S5ECOENA • onru roli • 415	S5L2-ENA • dehu • 315		
3. modul 10:10 - 10:55	S5L3-DEA • vinc • 313	S5DAA KL • rage sost • 316		S5L2-ENA • dehu • 315	
4. modul 10:55 - 11:40	S5L1-DAA • MSS • 316	S5CHIDAA • misc sibr • 405	S5GEOENA • hesp • 317	S5PHYDAA • jemu • 406	S5L3-DEA • vinc • 313
5. modul 11:40 - 12:25	S5L1-DAA • MSS • 316	S5CHIDAA • misc sibr • 405	S5GEOENA • hesp • 317	S5PHYDAA • jemu • 406	S5L3-DEA • vinc • 313
6. modul 13:10 - 13:55	S5MA6DAA • kade • 414	S5MA6DAA • kade • 414	S5BIODAA • sibr sise • 406	S5L1-DAA • MSS • 414	S5MA6DAA • kade • 414
7. modul 13:55 - 14:40	S5MA6DAA • kade • 414	S5MA6DAA • kade • 414	S5BIODAA • sibr sise • 406	S5L1-DAA • MSS • 414	S5MA6DAA • kade • 414
8. modul 14:50 - 15:35	S5ICTENA • thni • 315		S5ECOEN A • onru ...	S5EP-ENB • karo pech • S17	S5ICTENA • thni • 315
9. modul 15:35 - 16:20	S5ICTENA • thni • 315		S5ECOEN A • onru ...	S5EP-ENB • karo pech • S17	S5ICTENA • thni • 315
10. modul 16:20 - 17:05			15:00- 18:00 Homework cafe Alle elever • ... • 312 313		