Europaskolen København
European School Copenhagen

Agenda for the European School Copenhagen School Board Meeting

Date: Wednesday 23 September 2020
Time: 17:00 – 19:30
Venue: Meeting Room 5 or classroom TBD
Members: Jonas Christoffersen, Christen Bagger, Rikke Karlsson, Caroline Warner, Eskil Berg Kappel, Rasmus Hornecker, Tim Ford, Stine Hvitved Leather, Anette Holst, Julie Rørdam Thom, Dwaj Prakash Jethani, Shireen Noor Rasool Elahi Panah
Guests: Helle Bjerre Degn, Hella Helvig Jensen, Andreas Manville
Excuses: Hans Bruyninckx
Minutes: Stine Hvitved Leather

Agenda:

1. **Approval of the agenda (decision) – 1 mins.**
   1.1   Annex – Agenda European School Board meeting 23.09.2020

2. **Approval of the minutes from the last meeting (decision) – 1 min.**
   2.1.   Annex - Minutes from the European School Board meeting 09.06.2020

3. **Board annual meeting plan (decision) - 1 min.**
   3.1.   Annex – Annual Board Meeting Plan 2020-21
   Comment: Draft plan for the Board meetings in the 2020-21 school year for approval by the Board.

4. **School holiday plan 2021-22 (decision) – 2 min.**
   4.1.   Annex - School Holiday Plan 2021-22
   Comment: Draft school holiday plan for the 2021-22 school year for approval by the Board.

5. **Strategic focus points 2020-21 (decision) – 45 mins.**
   5.1.   Annex – Strategic Focus Points 2020-21
   Comment: Julie Rørdam Thom and Helle Bjerre Degn will present the draft strategic focus points 2020-21 for approval by the Board.

6. **Student rules and responsibilities in Upper Secondary (decision) – 10 mins.**
   6.1.   Annex – Upper Secondary Code of Conduct
   Comment: A draft code of conduct has been developed for the Upper Secondary. The draft will be presented to staff and members of the Student Council, and the school is seeking input and approval in principle from the Board.

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7. EB conversion next steps (decision) – 15 mins.
   7.1.   Annex – Preliminary school leaving certificate S4
   7.2.   Annex – EB conversion and assessment for website
   Comment: The Board will discuss next steps in relation to conversion of the EB to the Danish grading scale, including the production of information to higher education establishments about the European Schools.

8. A-Z guide for Primary and Lower Secondary (information) – 10 mins.
   8.1.   [Annex – A-Z Guide Draft](#)
   Comment: The school is in the process of developing a guide containing various practical information for parents and students in N-S4 (click on the link above). The guide is intended as a reference tool and will be reviewed and updated at regular intervals. The Board is invited to provide comments.

9. Dossier of Conformity for S6-S7 (information) - 10 mins.
   Comment: For the accreditation covering S6 and S7, the school must submit a separate Dossier of Conformity for approval by the Board of Governors of the European Schools. The school is working on the dossier with the Municipality and the Ministry of Education.

10. Audit by European School inspectors (information) – 10 mins.
   Comment: The school will be audited during the first week of November. The audit team will visit for five days. Prior to the audit, the school must submit various documentation, including a self-evaluation report.

11. Various updates and information - 20 mins.
   o Information from management
      o Accounts status
         ▪ Annex 11.1. Accounts Status_ESCPH and ASC_31.08.2020
         ▪ Annex 11.2. Accounts Status_Upper Secondary_31.08.2020
      o School start
      o New staff/recruitment
      o COVID-19
      o Admissions update
   o Information from the staff
   o Information from the students
   Comment: Brief information points from the school's management, staff and student representatives.

12. AOB – 5 mins.

Europaskolen København
European School Copenhagen

Minutes from the European School Copenhagen School Board Meeting

Date: Tuesday 9 June 2020
Time: 18:00 – 20:00
Venue: The Staff Lounge at ESCPH (2nd floor)
Members: Jonas Christoffersen, Hans Bruyninckx, Christen Bagger, Rikke Karlsson, Caroline Warner, Suzanne Hampson, Rasmus Hornecker, Tim Ford, Anette Holst, Julie Rørdam Thom, Shireen Noor Rasool Elahi Panah, Neeni Lomborg Rasool (alternate board member)
Guests: Helle Bjerre Degn
Excuses: Eskil Berg Kappel, Dwaj Jethani
Minutes: Stine Hvitved Leather

Minutes:

1. **Approval of the agenda (decision) – 2 mins.**
   1.1   Annex – Agenda European School Board meeting 09.06.2020

Decision:
- The Board approved the agenda and decided that EB conversion could be discussed under AOB.

2. **Approval of the minutes from the last meeting (decision) – 1 min.**
   2.1   Annex – Minutes from the European School Board meeting 23.04.2020

Decision:
- The Board approved the minutes.

3. **Information regarding the election of staff representatives to the Board – 5 mins.**

New staff representatives have been elected to the Board in 2020-21. They are Rasmus Hornecker, Tim Ford and Stine Hvitved Leather.

4. **Evaluation of the strategic focus points 2019-20 (decision) – 20 mins.**
   4.1   Annex – Strategic focus points 2019-20_Eval 4 June 2020
   <u>Comment</u>: The school's management will provide an evaluation of the strategic focus points 2019/20.

Helle and Julie presented key points from the evaluation of the Strategic Focus Points 2019-20. In summary, a lot was achieved despite the Coronavirus-lockdown.

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1) Team collaboration, sparring and knowledge sharing

- The meeting plan was evaluated and adjusted as planned. Next year, there will be further room for professional development and knowledge sharing.
- A Pedagogical Development Group was established to help develop and meet next year's focus points.
- There will more focus on the structure of secondary collaboration and knowledge sharing across the language sections as well as subject coordinators and the use of observations.

2) Harmonisation and assessment
- In Primary, assessments have already been developed in Maths and L1 and the focus now is therefore on harmonisation across the language sections.
- There is more work to be done in Secondary. Tim will coordinate and look at tests in Brussels for inspiration.
- Stine will resend the presentation from the last meeting re. assessments.

3) Funding and organisation of Upper Secondary
- The school is developing policies for Upper Secondary and getting the school set up on the communications platform Lectio.
- Recruitment is in progress. The new teachers have been invited to a meeting before the summer holiday for an opportunity to meet before school start.
- The school will open three classes (2 Danish and 1 English). There are currently 20 students in each of the Danish classes and 12 in the English class. The school is advertising for more students. Admission is based on the student's qualifications. Cat A students (children of EU institution staff) are still entitled to admission.
- Some students will need upskilling in some of the languages.

4) Communications
- Aula has been rolled out to all parents. In the coming year, the aim is to get parents to be more active on Aula, check their information, etc.
- The communications policy was approved and will be presented by the class teacher and Council Parents at the parents meetings in September.
- Next year, there will be greater focus on the Student Councils as many of the meetings were cancelled this year due to Coronavirus.

The Board took note of the progress made by the school. It was mentioned that the focus points could be less detailed next year and evaluation measures clarified further.

5. **Meeting plan 2020/21 (decision) – 5 mins.**
   5.1   Annex – Draft ESCPH Meeting plan 2020/21
   Comment: Proposed meeting plan for 2020/21 for decision by the Board.

Decisions:

- *The Board approved the Board meeting plan for 2020-21 and decided to extend the meetings in 2020-21 to two hours.*
- *The next audit is expected to be in November. SHL will plan any required meetings with members of the Board.*

6. **Plans for the 2020 annual school meeting (decision) – 10 mins.**
   Comment: The Board should decide on a date and discuss ideas for the 2020 annual school meeting.

The Board discussed various ideas for the programme, including theme-based workshops on digital strategy and coding, harmonisation and assessments, collaboration between the pedagogues/teachers in the school, well-being and Rights Respecting Schools. It was also suggested that parents might be interested in a tour of the school.

It was considered important to try and increase attendance, perhaps by holding the annual school meeting on the same day as the parents meetings.

Decision:
- The Board decided that the meeting should be held in September and that the programme should be as follows:
    - Start with class meetings
    - Presentation on overall issues of interest – what is going on at the school
    - Theme-based workshops

7. **Proposal for new IT strategy in S1-S4 (decision) – 15 mins.**
   7.1   Annex - Draft Digital strategy S1-S4
   Comment: Proposal to purchase laptops for students in S1-S4 for decision by the Board.

Julie presented a proposal for a new 1:1 IT strategy in S1-S4. The aim is to develop the students' digital skills as well as their digital awareness. As part of the strategy, it is proposed that the school will buy loan computers to all students in S1-S4. The computers will be paid for by the school's establishment account until 2024. Primary will still use the computers available at school.

Tim explained that a 1:1 IT strategy is already in place in many other schools and that the school has the required skillset to build on the strategy.

It was emphasised that legible handwriting and analogue learning is as important as before.

Christen raised the need to focus on digital awareness in Primary as well and it was suggested that the school's approach to IT and digital awareness should be a topic at the annual school meeting.

Neeni added that UNICEF can help with guidelines about digital safety/awareness.

Decision:
- *The Board approved the digital education strategy for Secondary 1-4, including the procurement of loan computers for all students in S1-S4.*

8. **Smoke-free school policy (decision) – 10 mins.**
   8.1   Annex – Draft Smoke-Free School Policy
   Comment: Draft policy has been discussed in the Parents Council and must now be approved by the Board.

JRT explained that a few recent episodes at the school had necessitated clarity regarding the rules around smoking. A policy has therefore been drafted based on the Municipality's rules regarding smoking in schools.

The no-smoking rules have been discussed in a previous Secondary Parents Council meeting and the Student Council will also be given the opportunity to review and offer their comments to the policy.

Decision:
- *The policy was approved by the Board with the following change: 'All forms of tobacco…' will be changed to 'All forms of tobacco and nicotine containing substances'.*

9. **Various information - 20 mins.**
   - COVID-19 update

Julie and Helle provided an update regarding teaching during and after the coronavirus lockdown.

In Secondary, all teachers are in at school offering "emergency teaching". The feedback from the teachers suggests that the students enjoy being outside more and the plan is to see if we can maintain that more when the weather is nice.

Caroline requested resources from the L2 teachers to parents/students, so they can keep up their level over the summer. JRT will speak to the teachers.

In Primary, the children have been calmer and there have been fewer conflicts between the children due to extra resources, smaller class groups, and designated play areas. The staff have discussed which initiatives they would like to continue going forward, and these include: Dividing the class into smaller groups where possible; parents saying goodbye outside the school; being outside more; and having more structured play time during the breaks.

Rasmus added that collaboration between the staff groups and with parents has been positive.

Suzanne explained that because there had been a focus on the core subjects in the emergency teaching, and because the children have greater energy and wellbeing, the students do not have a lot of catching up to do. The only areas that need some extra attention are guided reading with the small children and group work as these have been more difficult to do.

- Admissions status

HBD and JRT updated the Board on admissions to the school:
- The new Danish Nursery class is full, and the English and French Nursery classes are in the process of being filled.
- As EEA are planning to take on new staff, the school is reserving a spot in each class until after the summer holiday, where the classes will be filled to 28.
- The new Secondary 1 FR/DK "parrot" class is filling up.
- Screening is in progress for "rolling admission", where there are vacant spaces.
- Insufficient language proficiency is sometimes a barrier to entry in the older classes. The applicants simply can't meet the L2 requirement.
- Screening is also in progress for Upper Secondary. The candidates are strong, but a few may still need language support.

RK mentioned that it was important to ensure collaboration between the L2 and Human Science teachers to ensure they meet the standards.

Neeni added that the school should ensure that the campaign to attract new students/applicants next year reflects the diversity of the student body.

- Upper secondary planning

Partly covered under point 4. An introduction programme is being developed for the new S5 students and the allocation of the teachers' hours is nearly complete.

The names of the class teachers in 2020-21 will be sent to parents before the summer holiday.

- Information from the staff

Rasmus informed the Board that communication had improved both before and under Covid-19, and Tim added that the lockdown had also had some positive effects, e.g .in relation to the use of ICT/Teams.

- Information from the students

Shireen informed the Board that the Secondary students had found the distance learning a little stressful to begin with, however following the introduction of 0365 Teams it had improved.

10. AOB – 5 mins.

- EB grading scale conversion

The parent representatives expressed concern that the Ministry of Research will not be changing the EB conversion. There is an important meeting of the ES Board of Governors in October and the parents have therefore written a letter to the Municipality to bring attention to their concerns. As the Ministry consider the conversion to be fair, it will require pinpointing exactly where the calculations are flawed.

It was discussed how the school needs to communicate the value of the EB beyond the grades.

AH informed the Board that the SAG and ESCPH will be able to separate in the next year or two and this will be an opportunity for the school to celebrate and make a "big noise" to attract new students.

Decisions:
- *It was decided to discuss next steps regarding the EB Conversion at the next Board meeting.*
- *Christen will forward the letter to the Municipality to the Board members.*
- *Caroline will share information from the UK regarding the EB for inspiration.*

The meeting was concluded.

Europaskolen København
European School Copenhagen

Annual Plan for the European School Board 2020-21

Meeting date	Planned agenda items

23 September 2020	Decision/discussion points:
	• Overall objectives
	• Strategic focus points for next school year
	• Holiday plan for next school year (submission to Campus Board)
	• Annual school meeting programme (POSTPONED: COVID-19)
	• Annual plan for the ESCPH Board
	• New policies and procedures (A-Z, Upper Secondary rules)
	
	Information points:
	• From the school/after school care:
	    o Accounts status
	    o Audit 2020
	    o Dossier of Conformity for S6-S7
	    o School start 2019/20
	    o Admissions status
	    o New staff/recruitment
	• From the staff
	• From the students

12 November 2020	Decision/discussion points:
	• Strategic focus point 1
	• Annual school meeting programme (DEPENDING ON COVID-19 SITUATION)
	• Any new policies and procedures
	
	Information points:
	• Information from the school/after school care:
	    o SAG/ESCPH separation
	    o Feedback from the audit
	    o Status on the Dossier of Conformity for S6-S7
	    o BAC preparations
	    o Admissions 2021-22 and information evenings
	    o New staff/recruitment
	• From the staff
	• From the students

Meeting date	Planned agenda items

25 February 2021	Decision/discussion points:
	• Strategic focus point 2
	• Any new policies and procedures
	
	Information points:
	• From the school/after school care:
	  o SAG/ESCPH separation
	  o Audit report/accreditation renewal
	  o Status on the Dossier of Conformity for S6-S7
	  o BAC preparations
	  o Admissions status
	  o Employee satisfaction survey
	  o New staff/recruitment
	• From the staff
	• From the students

22 April 2021	Decision/discussion points:
	• Strategic focus point 3
	• Previous year's accounts and next year's budget (ESCPH Board approval and submission to Campus Board)
	• Any new policies and procedures
	
	Information points:
	• From the school/after school care
	  o SAG/ESCPH separation
	  o Audit report/accreditation renewal
	  o Status on the Dossier of Conformity for S6-S7
	  o BAC preparations
	  o Admissions status
	  o Employee satisfaction survey
	  o New staff/recruitment
	• From the staff
	• From the students

Meeting date	Planned agenda items

9 June 2021
 	
(Strategy seminar with Campus and SAG Boards followed by ESCPH Board meeting)
	Decision/discussion points:
	• Strategic focus points for the next school year
	• Evaluation of the strategic focus points in the current school year
	• Board meeting dates next school year
	• Date and preparation for annual school meeting in September/October
	
	Information points:
	• From the school/after school care:
	  o SAG/ESCPH separation
	  o Audit report/accreditation renewal
	  o Status on the Dossier of Conformity for S6-S7
	  o BAC preparations
	  o Admissions status
	  o New staff/recruitment
	• From the staff
	• From the students

Additional ad hoc items for decision/approval include:
- Policies & procedures
- Vision/mission/values/objectives
- Admission criteria
- Recruitment of senior management

Items for information, which do not occur every year:
- National student well-being survey (Ministry of Education) – ESCPH is currently excluded from this survey
- Employee Satisfaction Survey (Municipality of Copenhagen) – every 2 years (expected spring 2021)
- Audit/Accreditation (European Schools Inspection) – every 3 years (expected 2020/21 school year)
- Quality Report (Municipality of Copenhagen) – every 2 years (expected 2021/22 school year)
- Election of members to the Board – every four years

Europaskolen København
European School Copenhagen

SCHOOL HOLIDAY DATES 2021-22 EUROPEAN SCHOOL COPENHAGEN

Holidays	Holiday starts	School re-opens
Summer break	Saturday 26 June 2021	Monday 16 August 2021
Autumn break	Saturday 16 October 2021	Monday 25 October 2021
Free day	Friday 12 November 2021	Monday 15 November 2021
Christmas break	Saturday 18 December 2021	Monday 3 January 2022
Winter break	Saturday 12 February 2022	Monday 21 February 2022
Easter break	Saturday 9 April 2022	Monday 25 April 2022
Great Prayer Day	Friday 13 May 2022	Monday 16 2022
Ascension Day	Thursday 26 May 2022	Monday 30 May 2022
Pentecost	Saturday 4 June 2022	Tuesday 7 June 2022
Summer break	Saturday 25 June 2022	Monday 15 August 2022

All days included.

SCHOOL HOLIDAY CALENDAR 2021-22

Juli 2021	August 2021	September 2021	Oktober 2021	November 2021	December 2021
T 1	S 1	O 1	F 1	M 1 (44)	O 1
F 2	M 2 (31)	T 2	L 2	T 2	T 2
L 3	T 3	F 3	S 3	O 3	F 3
S 4	O 4	L 4	M 4 (40)	T 4	L 4
M 5 (27)	T 5	S 5	T 5	F 5	S 5
T 6	F 6	M 6 (36)	O 6	L 6	M 6 (49)
O 7	L 7	T 7	T 7	S 7	T 7
T 8	S 8	O 8	F 8	M 8 (45)	O 8
F 9	M 9 (32)	T 9	L 9	T 9	T 9
L 10	T 10	F 10	S 10	O 10	F 10
S 11	O 11	L 11	M 11 (41)	T 11	L 11
M 12 (28)	T 12	S 12	T 12	F 12	S 12
T 13	F 13	M 13 (37)	O 13	L 13	M 13 (50)
O 14	L 14	T 14	T 14	S 14	T 14
T 15	S 15	O 15	F 15	M 15 (46)	O 15
F 16	M 16 (33)	T 16	L 16	T 16	T 16
L 17	T 17	F 17	S 17	O 17	F 17
S 18	O 18	L 18	M 18 (42)	T 18	L 18
M 19 (29)	T 19	S 19	T 19	F 19	S 19
T 20	F 20	M 20 (38)	O 20	L 20	M 20 (51)
O 21	L 21	T 21	T 21	S 21	T 21
T 22	S 22	O 22	F 22	M 22 (47)	O 22
F 23	M 23 (34)	T 23	L 23	T 23	T 23
L 24	T 24	F 24	S 24	O 24	F 24 Juleaften
S 25	O 25	L 25	M 25 (43)	T 25	L 25 Juledag
M 26 (30)	T 26	S 26	T 26	F 26	S 26 2. juledag
T 27	F 27	M 27 (39)	O 27	L 27	M 27 (52)
O 28	L 28	T 28	T 28	S 28	T 28
T 29	S 29	O 29	F 29	M 29 (48)	O 29
F 30	M 30 (35)	T 30	L 30	T 30	T 30
L 31	T 31		S 31		F 31 Nytårsaften

	Juli	August	September	Oktober	November	December
School days per month:	0	12	22	16	21	13

Total school days Aug-Dec: 84

SCHOOL HOLIDAY CALENDAR 2021-22

Januar 2022		Februar 2022		Marts 2022		April 2022		Maj 2022		Juni 2022	
L 1 Nytårsdag		T 1		T 1		F 1		S 1 Første maj		O 1	
S 2		O 2		O 2		L 2		M 2	18	T 2	
M 3	1	T 3		T 3		S 3		T 3		F 3	
T 4		F 4		F 4		M 4	14	O 4		L 4	
O 5		L 5		L 5		T 5		T 5		S 5 Pinsedag/grundlovsdag	
T 6		S 6		S 6		O 6		F 6		M 6 2. pinsedag	23
F 7		M 7	6	M 7	10	T 7		L 7		T 7	
L 8		T 8		T 8		F 8		S 8		O 8	
S 9		O 9		O 9		L 9		M 9	19	T 9	
M 10	2	T 10		T 10		S 10		T 10		F 10	
T 11		F 11		F 11		M 11	15	O 11		L 11	
O 12		L 12		L 12		T 12		T 12		S 12	
T 13		S 13		S 13		O 13		F 13 Store bededag		M 13	24
F 14		M 14	7	M 14	11	T 14 Skærtorsdag		L 14		T 14	
L 15		T 15		T 15		F 15 Langfredag		S 15		O 15	
S 16		O 16		O 16		L 16		M 16	20	T 16	
M 17	3	T 17		T 17		S 17 Påskedag		T 17		F 17	
T 18		F 18		F 18		M 18 2. påskedag	16	O 18		L 18	
O 19		L 19		L 19		T 19		T 19		S 19	
T 20		S 20		S 20		O 20		F 20		M 20	25
F 21		M 21	8	M 21	12	T 21		L 21		T 21	
L 22		T 22		T 22		F 22		S 22		O 22	
S 23		O 23		O 23		L 23		M 23	21	T 23	
M 24	4	T 24		T 24		S 24		T 24		F 24	
T 25		F 25		F 25		M 25	17	O 25		L 25	
O 26		L 26		L 26		T 26		T 26 Kristi himmelfartsdag		S 26	
T 27		S 27		S 27		O 27		F 27		M 27	26
F 28		M 28	9	M 28	13	T 28		L 28		T 28	
L 29				T 29		F 29		S 29		O 29	
S 30				O 30		L 30		M 30	22	T 30	
M 31	5			T 31				T 31			

School days per month: 21 | 15 | 23 | 11 | 19 | 17
Total school days Aug-Dec: 106

Strategic Focus Points 2020-2021

Working document

Focus Point 1 - Implementation Upper Secondary

Description:	Objective:	Success criteria:
Supporting new Upper Secondary staff by communicating clearly and creating virtual and physical structures that support their work with students, colleagues and management.	Maintaining satisfied Upper Secondary staff	Upper Secondary staff feel supported and satisfied with working conditions Upper Secondary elects Union Representative.
Harmonisation and assessment of Upper Secondary B-tests	Quality of B-test and assessments is the same across Language Sections	Students and teachers experience B-tests as being harmonised
Supporting students to the best of their ability by using visible Learning/Signs of Learning	Teachers use Visible Learning and Signs of Learning as a tool to support learning focus	
Developing Feedback Culture on Students' Learning Progression	Feedback on students' learning progression is used to support focus for learning	Students experience clear feedback which supports their learning progression
Supporting knowledge sharing culture amongst Upper Secondary teachers	A strong knowledge sharing culture supports understanding of coherence amongst staff and quality of curriculum and tests	Teachers express that they experience a knowledge sharing culture between colleagues
A Youth Culture is developed at ESCPH	S5 students feel welcome as the young adult students they are	S5 students express that there is room for the development of a youth culture at ESCPH
Supporting knowledge sharing culture amongst Upper Secondary teachers	A learning culture with a focus on well-being as a central ingredient supports the students' personal and professional development	Students express coherence between good well-being and learning outcome
A Youth Culture is developed at ESCPH		Students express coherence between good well-being and learning outcome
Student wellbeing is supported by professional development of upper secondary staff	Developing a study counselling environment at ESCPH	S5 students express that they can get help with personal and professional challenges

Focus Point 2 - Challenge pupils to the best of their ability		
Description:	**Objective:**	**Success criteria:**
Curriculum in Secondary	All Secondary and Upper Secondary teachers work together to develop harmonised curriculum and B-tests	Secondary and upper Secondary teachers experience better knowledge of their subjects' curriculum
Continuous use of visible learning and signs of learning	All Secondary and Upper Secondary teachers work on developing an assessment and feedback culture across language sections	Secondary and Upper Secondary teachers experience that working enhances the quality of curriculum, tests and assessments
For P and S: Lower students' absence	Teachers develop their skills within the use of data and feedback on students' learning progression	Students meet more harmonised information about tests with regards to content and form
Ensure high attendance rate amongst students	In order to achieve and maintain the high academic standard all students must attend school without any unauthorized absence	Secondary and Upper Secondary teachers use Visible Learning as a Formative Feedback Factor in classes and themes
	Ensure that students meet on time and are ready for learning	Secondary and Upper Secondary teachers use Signs of Learning in their feedback on learning progression to students.
		The absence for the school year 2020/21 is 15 % lower in our registration system KMD.

Focus Point 3 - Professional development

Description:	Objective:	Success criteria:
Development of teachers' professional knowledge and practice through regular in-service training	To create a professional development policy.	The Pedagogical Development Group (PDG) has made a professional development policy and plan for all staff which is well suited for an international department of staff
	To implement the policy for all staff.	
	To make a professional development programme for the school year 2020/21	The development programme has supported the focus point on data and feedback.
Evaluation and regular exchange of experiences among teachers		Dedicated meeting times is provided for exchange of experiences and knowledge sharing between staff teachers

Focus Point 4a - One whole school		
Description:	**Objective:**	**Success criteria:**
Build traditions and a feeling of unity and involvement among all students, teachers, parents, administration and management.	Strengthen the collaboration between Primary and Secondary teachers and Primary teachers and Pedagogues	All staff members experience that the agenda at all staff meetings are relevant for everybody
	Develop common traditions for all students from KKFO/Nursery to Upper Secondary	Collaboration between teachers and pedagogues is not based on individual relationships but on common guidelines in the organization.
	Harmonised assessments and continuous focus on transition to support a high academical level and progression for all students all years	Students experience common guidelines and harmonisation across the language sections
	Strengthen transition from P5 to S1 in terms of parental and student understanding of the difference between the two sections e.g. a handbook/guide for students and a parent-teacher transition meeting.	Parents and students in P5 feel informed about the implications of transiting to S1 through written information and Parents meeting where future teachers are present
	Create a physical space and structure for the different youth groups to co-exist.	
	Democratic involvement of students in school development.	

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.	Extend knowledge to the ES system.	Management visit Den Haag to establish professional relationship which should be attached to school not to individual staff members.
	Creating contacts from different ES schools to ESCPH on school level.	The Professional development plan will include visits online or IRL from other European schools.
	Establishing and maintaining L2 as a core subject at ESCPH.	Students have experienced a focus on different language during the school year (Student Councils).
		Parents (PC) will feel more informed about L2 choice (Parents Council).
	European Hours gets a more central role in the ESCPH.	Plan for permanent L2 classroom for each L2 language – or equivalent - is made.
		We will see less changes of L2 students in 2020/21 compared to 19/20.
	Develop a structured and harmonized way of using Portfolios as a mandatory tool in the Europeans School system	Emphasis in crossing over to L2 for cross-section language traditions.
		A plan for European Hours all year levels covering all required subjects and methods are made, tried, evaluated and trusted by the end of the year (JEAA).
	Audit	European Hours will be more visible at assemblies or via other channels.
		ESCPH will be accredited again (Management).

Focus Point 5 (ESCPH & SAG) - Shared Administration

Description:	Objective:	Success criteria:
A shared administration has been established for SAG and ESCPH, and the workflows and tasks are in the process of being defined and described.	Continue the good work in the shared administration to create greater coherence and synergy between the two schools.	Process descriptions developed to support the performance and management of tasks and ensure quality assurance.
	To support and enhance knowledge sharing and engagement in the administration, across the two schools.	Good employee well-being in the shared administration (evaluated in TRIO).
The aim is to strengthen the management and performance of tasks in the shared, but physically separated administration.	To ensure management and quality performance of the tasks in the shared administration while maintaining a good working environment.	Management feel they receive administrative support with a focus on quality assurance and delivering on the schools' core tasks (kerneopgaver).

Strategic Focus Points 2020-2021

Action plans

European School Copenhagen

ACTION PLAN: Focus Point 1 – Implementation Upper Secondary

- Create physical and virtual meeting structure
- Harmonise assessments in Upper Secondary B test
- Develop feedback culture and visible learning tools
- Develop a youth culture
- Study counsellor
- Elect a Union Representative

Actions completed during the year:

-

ACTION PLAN: Focus Point 2 - Challenge pupils to the best of their ability

- Management will set up meetings with a focus on collection and use of data and feedback (PDG and management)
- Work on developing an assessment and feedback culture across language sections (Section coordinators and PDG)
- Visible learning and signs on learning will be discussed (subject coordinators)
- Implement new absence policy. Action will be taken according to every single student's level of absence. Action on absence once a month by management (management and class teachers)
- Parents Council will be involved in Absence and Being on time (JTR, HBD)
- Student councils will be involved in Being on time (students councils responsible)
- Being late will be followed up by class teachers (class teachers)
- Management being outside school in the mornings (management)

Actions completed during the year:

-

ACTION PLAN: Focus Point 3 - Professional development

- PDG develops ESCPH policy for professional development
- PDG develops a plan for professional development at ESCPH 2020-21
- PDG collaborates with management to enrol staff's own skills in the further professional development
- Invite key speakers from abroad
- Collaborate with other international schools via DISN to get a wider choice of possibilities.
- Encourage teachers to observe colleagues and share best practice (Balkort). Focus on learning signs, data and feedback.
- Recording form established for observations
- Observe colleagues in other international schools
- A long-term plan of key speakers/development sessions made

Actions completed during the year

- 18/8 Carina and Suzanne led primary staff development meeting with focus on current skills and needs across staff

ACTION PLAN: Focus Point 4a - One whole school

- The All staff meetings will be planned by PDG with a common pedagogical agenda and focus on sharing best practice (PDG)
- Team meetings and team collaboration will be planned and structured for teachers and pedagogues in Primary (Management)
- At new cross language section meetings all teachers are discussing common matters to agree on common guidelines in all sections (Section coordinators)
- Certain traditions will be shared for two or more sections. There will be two or more common assemblies a year. Students will be involved through the year levels (Management and Student Councils responsible)
- Two or more student-based performances across departments are arranged by Students Councils P and S and US. Students running assemblies (Student Councils responsible)
- Professional development point towards teachers from both Primary and Secondary as often as possible (PDG)
- Events for all staff planned: Welcome dinner, DHL stafet, Christmas Party and Summer Party (Management and staff representatives)
- Coordinators develop harmonised assessments based on the present tests from the subject teachers (Harmonisation coordinators)
- Transition from Nursery to P1 and from P5 to S1 will be trialled this year, evaluated and adjusted if necessary. Transition from Lower Secondary to Upper Secondary will be developed (SUHA, JEAA, S1 teachers plus U-teachers)
- Work with Student Councils to ensure every day-communication is in accordance with values (Student Councils responsible)
- Mentor system across primary and with secondary S1 with older students – peer support (Student Councils responsible)
- Traditions between P5 and S1, such as "Halloween readings" or helping out at all school events etc. (SUHA, JEAA, S1 teachers)

Actions completed during the year

-

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 the knowledge to the function of L2 in the ES-system and encourage focus on different languages in the daily school life (L2 teachers and management)
- Ensure good learning environments for L2, similar other subjects (Management)
- Inform parents about the importance of student's choice of L2 (L2 teachers and management)
- Establish a L2 Committee that decides on student's wishes to change 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 done during the year:

-

-

EVALUATION

Formal and less formal ways to evaluate

- MUS / Employee Performance Reviews: Form made for staff to evaluate the benefits/ improvements which need to be made with colleague observations)

- Evaluation of external speakers/training: Were the key speakers valuable? What further development can be measured/seen? Which areas? After staff and all staff meetings evaluate external speakers or other content at meetings

- Student and staff surveys: By the end of the year ask all students and staff within certain specific areas that are repeated year after year in order to be compared from year to year

- Do different kinds of evaluations e.g. "let the feet do the talk"

Europaskolen København
European School Copenhagen

DRAFT Study Rules & Code of Conduct for Upper Secondary at the European School Copenhagen

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.

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in Danish Upper Secondary education. All students and staff at European School Copenhagen will be informed of these rules when they start in Upper Secondary.

1. Study rules

At European School Copenhagen, the following Study Rules apply:

- Students are to attend that part of the educational process that requires their physical presence and actively participate in it. 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 school. The cost of obtaining a doctor's note is to be covered by the student. See *Annex 1: Attendance, Absence and Written Assignments*
- Students are to actively participate in other forms of education, including independent work and digital education. See *Annex 1: Attendance, Absence and Written Assignments.*
- Students are to submit their written answers to assignments on time and without cheating or similar misconduct. See *Annex 2: Academic Honesty*
- Students are to participate fully in semester tests, annual tests, other internal tests and the like. See *Annex 1: Attendance, Absence and Written Assignments.*
- Students may not cheat and/or engage in similar misconduct that may prevent them or other students from or interfere with completing their education, but have to take the necessary tests, in accordance with the purpose of the education. See Annex 2: Academic Honesty
- Students with educational special needs: 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 8: Special Educational Needs.*

2. Code of conduct

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

Furthermore, students are to follow the rules below for behaviour and interaction at the European School Copenhagen:
- Students are to interact and behave without noise, racket and the like.
- Students are to use the school's premises, facilities and furniture with care and must e.g. participate in individual and joint cleaning.

- Students are to adhere to the school's rules for using Lectio. See *Annex 1: Attendance, Absence and Written Assignments* and *Annex 3: ICT and Digital Awareness.*
- Students are not to engage in any form of bullying. See *Annex 4: Anti-Bullying*
- Students are not allowed to smoke during school hours or on the school grounds (incl. school time outside the school e.g. study trips). See *Annex 6: Smoke-free School*
- Student are not allowed to consume alcohol or drugs or to enter school grounds under the influence (incl. school time outside the school e.g. study trips). See *Annex 5: Drugs and Alcohol*
- Students are to comply with the school's rules for ICT. See *Annex 3: ICT and Digital Awareness*
- Students are 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 or to encourage other behaviour that may promote such attitudes and behaviours, 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 the institution's intervention in case of students' violation of 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 violation of the Study Rules and Code of Conduct, which are not sanctioned with a reprimand, one or more of the following sanctions may be imposed (not necessarily in the order listed) from article 42 of the General rules of the European Schools:

- 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 to:

- Prohibit the student from bringing and using specific private objects or types of objects, including a mobile phone and similar means of communication, for a specified period of time during their stay at the institution and in the classroom when and to the extent this is properly or pedagogically justified.
- Confiscating for a maximum of one day or more of one or more of the student's private objects (belongings), including a mobile phone and similar means of communication. The institution's initiation of this action presupposes that the student hands over the object to the institution. 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 object.

<u>Suspension and temporary limited access to the institution while a case is being processed.</u>

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 the upholding and compliance 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.
- 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. Registration of students' participation in the education process

European School Copenhagen digitally registers the student's participation in the education process, including the student's submissions of written assignments. The student has the opportunity to comment on the institution's registrations, including information on which the registered absence is based. The student also has the opportunity to state separately whether the registered absence is due to the student's fulfilment of obligations under the law, e.g. attending military draft. The student also has the opportunity to state whether the registered absence is due to participation in student democracy meetings or similar. See *Annex 1: Attendance, Absence and Written Assignments.*

5. Denial of promotion to the next grade level

In Secondary 4 – 6, students receive a "first impression" report before the Autumn break, then a report with marks at the end of January; a global impression report that expresses the expectations for the end of the school year is given in April and if there is any risk of the student having to repeat the year, parents will receive a warning letter together with this report. The final report, which will be the basis for promotion, will be given at the end of the school year, after the class councils and following approval from the Director of the School. The criteria for promotion will be the same as in the European Schools Type I.

More information about promotion to the next grade level and appeals against decisions on repeating a year can be found in articles 61 and 62 of the General Rules of the European Schools.

6. 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, so that the complaint can be 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, the management of the institution will make a decision in the case. You can later appeal this decision to the Danish Authority for Education and Quality in the case of legal matters.

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

Europaskolen København
European School Copenhagen

Draft Annex 1: Attendance, Absence and Written Assignments

Why attendance is compulsory

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

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

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

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

Attendance registration

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

Compulsory, in-person attendance

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

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

Excused absence

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

The following school-related activities will be excused:

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

Written assignments

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

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

All assignments which have been allotted time for preparation are subject to this submission obligation. In allocating the time for preparation, the teacher estimates the length of time needed by the student to complete the assignment. When the teacher subsequently assesses the academic content of the assignment, this time frame naturally

serves as the basis of the assessment. If there are clear indications that the assignment has not been fulfilled, such as an assignment devoid of or with only limited relevant academic content, the teacher may deem that the assignment was not submitted correctly and register the assignment as absence. In this case, the assignment must be done by the student subsequently.

The following rules apply to assignments that are punctually submitted:

- The assignment formulation/question must be accessible to the student no later than fourteen (14) days before the deadline.
- Assignments are deemed punctually submitted if they have been uploaded to Lectio before the deadline. The system automatically registers the assignments as being correctly submitted.
- The teacher may enter into an *individual agreement* with an individual student concerning postponement if there are extenuating circumstances. The teacher is under an obligation to rectify the absence once the assignment as been submitted as agreed.
- The teacher gives the assignment the planned feedback. The teacher is allotted the same amount of time to provide feedback to the class as is allotted to the assignment for its submission. This is called the symmetry model.

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

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

Collection heats and assignment days

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

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

Collection heat procedure

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

Assessment of absence

The failure to attend classes and submit assignments on time are two of the most common reason why students do not complete an upper secondary study programme. Intervening early on with students who have run into problems is key to retaining them in the study programme. This is why teachers continuously monitor students' absence rates and intervene whenever a student is assessed as needing this.

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

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

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

Causes of absence and individual considerations

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

<u>This means that the student's absence is individually assessed.</u>

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

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

Special rules governing illness

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

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

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

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

What type of absence must be avoided?

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

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

Warnings

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

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

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

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

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

First written warning for absence

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

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

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

Final written warning

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

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

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

Removal of SU (student grants and loans)

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

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

Expulsion from the school

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

Europaskolen København
European School Copenhagen

DRAFT Annex 2: 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.

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.

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.

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

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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, the student is expelled from the school.

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

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DRAFT Annex 3: 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.
2. 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.

3. Digital awareness and ethics

- Students must adhere to the school's values, particularly the values of Respect, Responsibilty 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 Academic Honesty.
- Digital/online bullying is not accepted. See Anti-bullying policy.

4. 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.

5. 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.

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DRAFT Annex 4: Anti-Bullying Policy

We wish to build an environment in the Upper Secondary department of the European School Copenhagen, where community and our values, i.e. collaboration, respect and empathy are of prime importance.

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 where we work together so that no one feels lonely or excluded from the community. We do not tolerate any form of bullying.

The Anti-Bullying Policy is part of the general Study Rules and Code of Conduct for Upper Secondary, and this is also where the general expectations for the behaviour of students and any sanctions are explained.

Bullying is a collective problem, and with this Anti-Bullying Policy we want to focus on three main things:
1. What is bullying?
2. How do we avoid bullying at ESCPH?
3. What do we do if bullying occurs?

What is bullying?

It is not possible to make an exhaustive list of what bullying is. 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 he or she 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 when two or more people are **physically together**, or it can take the form of **digital** bullying.

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

How do we avoid bullying at ESCPH?

Teachers and students need to be aware of how we treat each other in class and in social life - also in relation to our behaviour on social media (see also *Annex 3: ICT and Digital Awareness*). In order to avoid bullying and create a framework for good well-being, there are different expectations for students and staff at the school - and a framework has been established for activities during the school year, where we bring attention to these issues and put well-being on the agenda. Some of these are described below.

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Standards for good social behaviour:
- We try to distinguish between teasing and seriousness in the situation and say "no" if we feel that people have overstepped our limit
- We reject bullying and involve a contact person (see below) if we suspect bullying
- We speak properly to each other and do not use crude or hurtful language, including condescending nicknames.
- We do not ignore or exclude a person e.g. by not talking to him/her
- We are aware that written words on social media - including Lectio and SMS are easier to misunderstand than what we say to each other face to face - and we avoid using crude or hurtful language on social media. We adhere to the "grandmother rule": "the pictures you send or upload on e.g. Facebook, are pictures you would enlarge and hang up in the living room at your grandmother's home"
- We do not access other people's online profiles
- We do not share pictures of others without their permission.

Different participants

The Well-Being Council (*To be set up*) 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 is expected to pay attention in class and be aware of the individual students and the social interaction in the class. The teacher intervenes if there are signs of bullying, offensive or disrespectful behaviour.

Class teams exist for all classes consisting of one class teacher and two other teachers in the class. The class teacher raises problems regarding well-being with the class and follows up on issues that may be picked up in Student Well-Being Surveys. The teaching team communicates with the Study Counsellor in Upper Secondary management about the class and the individual students regularly, i.e. at status meetings in connection with student reports three times a year.

In connection with the start of school, the Anti-Bullying Policy and Study Rules and Code of Conduct are reviewed and presented to all new students, and behaviour, well-being and community is discussed with the students. All students acknowledge that they have read and that they agree to follow the rules. Parents are presented with the rules in relation to well-being and bullying at the first parents meeting.

What do we do if bullying occurs?

If we experience or observe bullying, we act quickly.

Reports of bullying can be made to several people, including
- Students in the Well-Being Council
- The class teacher
- The Study Counsellor in Upper Secondary management
- One of the teachers in the class

The Study Counsellor in management is the one who investigates the course of events by talking to the different parties involved.

Bullying is a violation of the School's Study Rules and Code of Conduct and is sanctioned according to these. This can, for example, mean expulsion.

Stand together against bullying - say no to bullying!

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DRAFT Annex 5: Drugs and Alcohol

It is forbidden to drink alcohol in connection with school-related activities, but beer may be allowed on special occasions subject to prior agreement with the school's management.

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.

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

Purpose

The aim of this Drugs and Alcohol Policy is to:
- 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
- Provide room for dialogue on the topic through information and education
- 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

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.

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: On study trips, tours and excursions, the school's general rules regarding alcohol apply.

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 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 being together and part of a social community.

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Annex 6: Smoke-free School Policy

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.

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.

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

- <u>S1-S4 students:</u> If a student is caught smoking once, the parents will be notified by the school's management. If a student is caught smoking 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 <u>XX-hale app from Kræftens Bekæmpelse (Danish Cancer Society)</u>.
- <u>S5-S7 students:</u> If a student is caught smoking once, the school's management will talk to the student. If a student is repeatedly caught smoking, the student will be given a written warning.

Other relevant policies and legislation

- <u>Københavns Kommunes Røgfri Skoletidspolitik / Municipality of Copenhagen "Smoke-free" school hours policy</u>
- <u>Lov om røgfri miljøer</u>

Approved by the European School Board on 9 June 2020

Europaskolen København
European School Copenhagen

DRAFT Annex 7: Data Protection

Information about the processing of personal data of students (and the personal data of parents of students under 18 years)[1]

As part of your education at the European School Copenhagen (ESCPH), ESCPH collects and processes personal information about you (and your parents if you are under 18 years), c.f. Article 6 (1) and Article 9 (1) of the EU General Data Protection Regulation.[2]

European School Copenhagen is an institution under the Municipality of Copenhagen, and therefore we always collect and process information in accordance with the Municipality's guidelines and policies. The Municipality of Copenhagen has appointed a Data Protection Officer for ESCPH.

The aim of the European School Copenhagen is to process as little personal information about you as possible (and your parents if you are under 18 tears), and we only process the personal information we have if it is necessary, objectively reasonable and proportional.

Therefore, as a general rule, we only collect and process the personal information that is **necessary** for us to comply with our duties under Danish and European school legislation. This includes identifying you, placing you in classes, teaching you, administering your absence and for us to be able to document that you can, for example, be promoted to the next grade level/school year, can receive your student grant (*SU*) or other benefits that you yourself have applied for, and so you can be registered for exams.

The legal basis for the processing of your personal information can be found in the relevant legislation, which you will find at the end of this document.

This information is
- Information about class composition, wishes in relation to field of study and elective subjects
- Your photo (for internal viewing on Lectio only unless you consent to publication)
- Individual agreements, for example, on lending books to you
- Information about your grades and results
- Information about your participation in tests and examinations
- Information about your absence and reasons for absence

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[1] This information is given with reference to Art. 13 and 14 of EU General Data Protection Regulation
[2] Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data and on the free movement of such information and repealing Directive 95/46 / EC (EU General Data Protection Regulation)

We also process personal information if it is necessary for operational reasons, e.g. for the implementation of control measures, prevention of cheating during examinations and for the use in the school's financial management, such as:

- Information about your (and possibly your parents') access to and communication in the IT systems you are a user of, as we as part of our system operation and maintenance and for the prevention of abuse have access to information about e.g. user communication and behaviour in the school's it-systems, e.g. on Lectio and the school's network
- Information about your entering and exiting the school buildings, as ESCPH uses electronic access control in the form of key cards for the school. Key cards must be used outside normal school hours. When you use your electronic key card, ESCPH registers information about you entering and exiting the school building.
- Video footage in the areas where there is camera surveillance. There is camera surveillance in all public areas at ESCPH.
- Information about payment cards and transactions as part of yours or your parents' purchase of tickets for school events or payment for study trips, tours or the like.

On rarer occasions, it may be necessary to process confidential or sensitive personal information about you and possibly also your parents, e.g. if you ask for schooling on special terms, for example, due to disability or special social circumstances, if you disregard the school's study rules and regulations or we suspect cheating in tests or examinations, or if you apply for dispensation for living away from home grant (*SU*) on the basis of, for example, special circumstances at home.

In connection with study trips and other trips, passport copies and relevant health information are collected (e.g. about allergies or the like). This information is passed on to external partners (e.g. airlines) to the relevant extent.

In addition, we also carry out the following processing of personal information about you, if you have given your **consent:**

- Publication of, for example, photo or video of you on the internet, e.g. on the school's website, on the school's profiles on social media, on the school's information screens and presentations, or in the school's printed publications
- Registration of sensitive personal information about you as part of study guidance or student counselling, including information given in relation to e.g. an application for special pedagogical support (*SPC*) funds, dispensation for living away from home (*SU*) grants or other forms for support, e.g. extra time for examinations

You (and your parents if you are under 18 years) give your consent on a special "declaration of consent form". Your response to the declaration of consent is compulsory, however it is voluntary to give your consent. You may at any time revoke your consent with effect for the future as well as with retroactive effect if this is technically possible.

Disclosure/Passing on information

ESCPH only passes on personal information about you if it is required by legislation and it is otherwise necessary for the performance of our tasks and duties as an Upper Secondary educational institution.

Recipients of your information may be the recipient Upper Secondary school if you are moving schools, the Danish Youth Education Guidance *(Ungdommens Uddannelsesvejledning)* if you leave school prematurely as well as The Ministry of Education or the Ministry's committees, the Region or Danish Agency for Higher Education *(Styrelsen for Videregående Uddannelser)*.

Your rights (and your parents' rights if you are under 18 years)

The right of access to information: You (or your parents) can get access to see which personal information we process about you (or them), what the purpose of the processing of information is, how long we store the personal data, where we have the information from (if we have not received it from you), who we may be passing the personal information to and on what basis we may transfer personal data to a third-party c.f. Article 15 of the EU General Data Protection Regulation.

Access can be given either by us handing over a copy of the information, and/or by asking you to log-in with your user-id in our it-system and see the information there (if there is full access to your own information in the system).

The right to access information may, however, be limited if the consideration of private interests, confidentiality of other people's information or the obligation of secrecy in the public administration so requires, c.f. Section 22 of the Danish Data Protection Act *(databeskyttelsesloven)*.

The right to object: You (or your parents) can object to our processing of personal information if your interests in not having personal information processed take precedence over ESCPH's legitimate interests, c.f. Article 21 of EU General Data Protection Regulation.

Right of rectification: You (or your parents) may correct or expand personal information about you if it is incorrect or incomplete, c.f. Article 16 of the EU General Data Protection Regulation.

The right to restrict processing: You (or your parents) have the right to have our processing of personal data restricted if there are special reasons for doing so, c.f. Article 18 of the EU General Data Protection Regulation.

The right to be forgotten: Your personal information is kept for as long as it is necessary for ESCPH to document the administration of your schooling.

Most of the information about you will therefore be deleted three years after you have left school.

However, the following information about you will not be deleted until five years after you have left the school: information in cases concerning application and administration of dispensation for living away from home grants (*SU*) and special support services (*SPS*) funds. The following information about you will be deleted after 10 years: information about sanctions. Your diploma/examinations certificate will be deleted after 30 years.

Your parents' personal information (basic, contact and system-user information) is stored until you turn 18 years old. If you have agreed that we may still contact your parents regarding your schooling when you reach the age of 18, we will store your parents' personal information until three years after you have left school. If, for example, we have collected information as part of your application for dispensation for living away from home (*SU*) or information about parents' income or other circumstances, we will keep this for five years after you have left school.

If you revoke the consent you have given us for certain processing, we will in future cease the processing of personal information to which you gave consent. However, we may still need to process certain personal information for a limited period, e.g. as documentation for the administration of financial support or special terms that you have received on the basis of personal information that you gave us your consent to process. If your consent has been given for the publication of your photo or video on the Internet, we will do what is technically possible with the tools we possess to remove your personal information. However, we cannot guarantee that the material can be removed from, for example, Google's search engine or Facebook.

How to exercise your rights: You (or your parents) need to contact the school, c.f. the section about Formalities below, and state which right you (or your parents) wish to make use of and why. We will then examine whether we agree that the right can be exercised. If we do not immediately agree, we will give a reason for it, and you (or your parents) will then have the opportunity to state your opinion before we make a final decision on whether the right can be exercised. Our decision in this regard must follow the Danish Public Administration Act's rules (*forvaltningslovens regler*), c.f. Sections 19–25.

Formalities

ESCPH is responsible for the data and processing of personal information as described above.

If you (or your parents) have questions or wish to make use of the rights described above, the school can be contacted via email to admin.escph@kk.dk or phone +45 3614 0190.

The European School Copenhagen is an institution under the Municipality of Copenhagen. The school's Data Protection Officer has been appointed by the Municipality.

<u>Appeals</u>

ESCPH's processing of personal information can be appealed to the Danish Data Protection Agency (Datatilsynet), Borgergade 28, 5, 1300 Copenhagen K.

The legal basis for the processing of your (and your parents') personal data is found in the Upper Secondary school legislation below:

*Laws and government executive orders for students who have started the education **after** 1 August 2017:*

- Students' Grants and Loans Act (act no. 1037 of 30/08/2017) - SU-loven
- General Rules of the European Schools (Ref. : 2014-03-D-14-en-9)
- Regulations for the European Baccalaureate (Ref: 2014-11-D-11-en-5)
- Arrangements for Implementing the Regulations for the European Baccalaureate (Applicable for the Year 2020 European Baccalaureate session) (Ref.: 2015-05-D-12-en-18)
- Upper Secondary School Rules and Regulations Order (order no. 1077 of 13/09/2017) - Bekendtgørelse om studie- og ordensregler i de gymnasiale uddannelser
- Special Grants for Special Educational Assistance in Youth Education, etc. Order (order no. 1377 of 09/12/2013) - *Bekendtgørelse om særlige tilskud til specialpædagogisk bistand ved ungdomsuddannelser m.v.* (SPS- bekendtgørelsen)

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DRAFT Annex 8: Special Educational Needs

<mark>NB! We are waiting for feedback from the European Schools regarding special arrangements for students with Dyslexia (see below).</mark>

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

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

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

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

In accordance with the rules of the European Schools, certain arrangements can be arranged 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).

Dyslexic students who require special arrangements in the Bac exams at ESCPH

In the Dossier for S6-S7, the European School Copenhagen is applying for a dispensation to allow the use of computers with special software programmes for dyslexic students.

ESCPH is seeking this dispensation on the basis that Annex III, Dossier of Conformity, S6-S7, section 4, says that: *"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"*

In Denmark, students who have been diagnosed with Dyslexia, generally have the right to use aids to help them with spelling and understanding certain words. This help will always be offered in Danish gymnasiums/Upper Secondary education and is supported and recommended by the Danish Ministry of Education, see this link: https://www.uvm.dk/gymnasiale-uddannelser/proever-og-eksamen/regler-og-orienteringer/saerlige-proevevilkaar-til-ordblinde-og-andre-elever-med-funktionsnedsaettlse/ordblinde.

In the Danish Ministry of Education's general exam rules this right to support is also outlined in Bekendtgørelse om prøver og eksamen i de almene og studieforberedende ungdoms- og voksenuddannelser, kapitel 5, paragraf 19,. Here it is described how the educational support provides the dyslexic student with the same exam conditions as all other Danish students. It is important to underline that the special arrangements do not give them an advantage but only the aids they know from their daily schoolwork.

The above is also consistent with The Convention on the Rights of Persons with Disabilities, which has been followed by the Danish authorities since 2009.

We are specifically talking about the Dyslexia tool App Writer, which is the aid generally used by students in lower and upper secondary education in Denmark. You can read about the functionality of App writer here: https://www.appwriter.dk/appwriter-windows/.

Students are only granted permission to use App Writer if they have been diagnosed with Dyslexia by a person authorized to undertake the Dyslexia assessment by the Ministry of Education.

Preliminary School Leaving Certificate

This is to certify that

Full name of student

is recommended for promotion to Secondary 5 pending successful completion of the required coursework and tests in Secondary 4[1]

Student's CPR. no.	Enter CPR no.
Date of admission	15-08-2011
Grades attended	Nursery class to Secondary 4
Language section attended	Language 1 - Danish
Current educational cycle	Secondary 4-5: Pre-orientation Cycle
Expected completion date	25-06-2021
Subjects studied	See Appendix A
School report	See Appendix B

_____   _____

Date   Signed by the Director of the European School Copenhagen

_____

[1] Students from the Danish language section at the European School Copenhagen have a legal right (retskrav) to be admitted to a Danish gymnasium, when the school has recommended them for promotion to Secondary 5 (1.g). For further information, see "Bekendtgørelsen om optagelse på gymnasiale uddannelser, kapitel 3, §24, punkt 3, stk. 2" (https://www.retsinformation.dk/eli/lta/2020/314)

European Schools

The European Schools are official educational establishments controlled jointly by the governments of the Member States of the European Union.

The mission of the European Schools is to provide a multilingual and multicultural education for nursery, primary and secondary level pupils and are aimed primarily at children of staff of the European institutions.

The European School Copenhagen is an Accredited European School (AES), also known as a European School Type II. An Accredited European School is a school in a Member State of the European Union, which has obtained accreditation for European Schooling by the Board of Governors of the European Schools. To obtain this accreditation, the school must follow the curriculum of the European Schools.

The education leads to the European Baccalaureate diploma, which is an officially recognised entry qualification for higher education in all the countries of the European Union as well as in several other countries.

The European Schools have high academic standards and requirements. Students follow a broad academic curriculum, including language 1 (mother tongue), language 2 (first foreign language), language 3 (second foreign language), mathematics, biology, chemistry, physics, religion, and PE. From secondary 3, students take as history and geography in their second language (L2) and therefore become fully proficient in minimum two languages. Optional subjects include a language 4, Latin, Art, Music and ICT. Please see Appendix A for Subjects Studied.

Assessment

All students in Secondary 4 and up receive a school report four times a year (Autumn, January, Spring and June) with a grade and a comment. The Autumn and Spring reports consist of one mark per subject and a comment. In the January and June reports there are two marks, the second of which is the result of tests taken in December and June.

Students at the European School Copenhagen take smaller tests (B-tests) twice a year. This is the same as in the Danish gymnasium where you have "terminsprøver" or "årsprøver" each year. Students are tested in most of their subjects. The duration of each test is 2-3 periods and the tests take place either in class or in the Sports Hall.

The marking system

There are three types of marks in the European School system:

- **The A mark** is an evaluation of the work done in class, homework assignments, essays etc. during the semester. The A mark is given in all four school reports,

and the school reports in Autumn and Spring only contain A-marks. (Equivalent to Danish Standpunktskarakter)
- **The B mark** is an evaluation of the B-tests taken once per semester (December and June). (Equivalent to Danish Prøvekarakter)
- **The C mark** is a mark given for the whole year and is only given in the June school report along with an A mark for the second semester and a B mark for the test results in June. The C mark is therefore an evaluation of all the work you have done throughout the year. (Equivalent to Danish Årskarakter)

The European Baccalaureate has its own marking scale. A student's performance is assessed against seven performance indicators: Excellent (but not flawless), Very good, Good, Satisfactory, Sufficient, Weak and Very week.

Each performance indicator covers 2-3 numerical marks. For instance, the performance indicator Excellent can cover the numerical marks 9.0, 9.5 and 10. 9.0 is obtained if it's closer to a Very Good performance and 10 is given if it's almost flawless.

You can find a description of the marks overleaf:

	Numerical mark (S4-S6)	Performance indicator	Danish grading system [2]
Excellent though not flawless performance entirely corresponding to the competences required by the subject	10 9.0-9.5	Excellent	12
Very good performance almost entirely corresponding to the competences required by the subject	8.00-8.5	Very good	10
Good performance corresponding overall to the competences required by the subject	7.00-7.5	Good	7
Satisfactory performance corresponding to the competences required by the subject	6.00-6.5	Satisfactory	4

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[2] Please note that the parallel to marks in the Danish grading system is not an exact conversion but rather a reference to the grading system that most Danish students know.

Performance corresponding to the minimum of the competences required by the subject	5.0-5.5	Sufficient	2 (passed)
Weak performance almost entirely failing to meet the competences required by the subject	3.0-4.5	Failed (weak)	0
Very weak performance entirely failing to meet the competences required by the subject	0-2.5	Failed (very weak)	-3

All ES Syllabuses now contain subject-specific attainment descriptors. Attainment descriptors for all subjects can be found on the [European Schools general website](#).

Further information about the marking system and assessment criteria can be found in the following [link](#).

Appendix A – Subjects Studied in S4

Student's name:	Enter name
Student's class	Enter class

	Instruction in Language 1 - Danish	Instruction in Language 2 - English	Instruction in Language 3 - German
COMPULSORY SUBJECTS			
Language 1 - Danish	☒	☐	☐
Language 2 - English	☐	☒	☐
Language 3 - German	☐	☐	☒
Maths - Advanced level	☒	☐	☐
Biology	☒	☐	☐
Physics	☒	☐	☐
Chemistry	☒	☐	☐
History	☐	☒	☐
Geography	☐	☒	☐
Religion	☒	☐	☐
Physical Education (PE)	☒	☐	☐
COMPLEMENTARY / OPTIONAL SUBJECTS			
Language 4 - Spanish	☐	☐	☐
Art	☒	☐	☐
Music	☒	☐	☐
ICT	☒	☐	☐
Latin	☐	☐	☐

Draft text for website regarding EB conversion

Access to universities/higher education with an EB

The European Baccalaureate is a widely accepted diploma, recognised by all the Member States of the European Union:

According to [Article 5 of the Convention Defining the Statute of the European Schools](#), Denmark and other EU members states have a legal obligation to ensure that EB holders: 'have the same right as nationals with equivalent qualifications to seek admission to any university in the territory of the Contracting Parties'.

The academic standards and requirements for the EB are high. As the EB is a multilingual education, EB graduates are fully proficient in minimum two languages and have a good command of 1-2 additional foreign languages.

Moreover, approximately 90% of Danish EB graduates have more than the mandatory four A-level subjects, whereas this only applies to approx. 25% of Danish STX graduates [(UFM rapport 2018, p. 9).](#)

The EB is marked in percentages out of a 100, and student must obtain a minimum of 60% overall to pass. A mark out of 10 is also awarded for each individual subject. This means that students have to perform well across a wide range of academic subjects to obtain a good overall score in the EB and that it is very rate to get a score of 90% or above [(UFM rapport 2018, p.11)](#).

Access to university in Denmark

The European Baccalaureate is recognised [on equal terms](#) with a Danish gymnasium/upper secondary school leaving qualification (Stx, Hfx, Hhx, Htx). When EB graduates apply for a Danish university, their EB grades are converted to the Danish marking scale based on a [table of equivalence/conversion scale](#) developed by the Ministry of Research.

EB students must take a minimum of 31 lessons and a maximum of 35 lessons, of which the compulsory subjects account for 21. At least four subjects must be taken at the advanced level, which corresponds to A-level in a Danish upper secondary education.

EB students study their first language, at least one foreign language to a high level, history and geography in that foreign language, mathematics, at least one science subject, philosophy, physical education and religion. In addition, they must take a number of optional subjects, for example more sciences and languages, or the same subjects at a higher level. This in effect means that students have a lot of flexibility to decide a programme that reflects their particular interests and strengths ([Source: European Baccalaureate: Information for admissions officers for universities and other higher education providers, August 2019, UK Department for Education](#)).

In order to be accepted into a university course or field of study, it is usually a requirement that students have taken certain subjects at a certain level. Upper secondary students must therefore carefully consider their subject choices. If an EB student would like to take mathematics and science subjects at a level corresponding to the Danish A-level, therefore, they should choose the Math 6-period option in Secondary 4 and 5 and the Math 5-period option in Secondary 6 and 7. Other EB students have Math at a level equivalent to the Danish B-level.

If an EB student would like to take a science subject on the level corresponding to the Danish A-level, they should choose the subject as a 4-period option in Secondary 6 and 7. EB students who do not have a 4-period science course will obtain the level C in science and will finish the science course after Secondary 5.

Subject levels in the EB compared to the Danish gymnasium can be found under "Fagniveauer" in [Eksamenshåndbogen](#).

Applicants must apply to Danish Universities before 15th March but can submit their final diploma up until 5th July, which is the same deadline for applicants with a leaving qualification from a Danish upper secondary school.

Links: https://ufm.dk/uddannelse/anerkendelse-og-dokumentation/find-vurderinger/eksamenshaandbogen/lande-og-eksaminer

Study guidance / careers advice

Students receive mandatory careers guidance sessions in S3, S4, S5 and S6. These sessions are aimed at helping students make the right subject choices for S6 and S7 and they know what is required to pursue the post-secondary education of their choice. In S5, S6 and S7, study guidance is delivered in cooperation with an external counsellor from Studievalg København with a focus on guidance on admission to Danish and international universities.

Access to universities in other EU member states

You can read more about the equivalence tables and access requirements for higher education in other EU countries in this document: https://www.eursc.eu/Documents/2014-03-D-25-en-5.pdf

Access to universities in other countries

The EB is also recognised by universities in many other countries outside the EU, including:

UK: https://qips.ucas.com/qip/europe-european-baccalaureate-eb

Switzerland: https://www.swissuniversities.ch/themen/studium/zulassung-zu-den-universitaeren-hochschulen/european-baccalaureate

Draft text for website regarding assessment

Assessment

All students in S4 and up receive a school report four times a year (Autumn, January, Spring and June) with a grade and a comment. The Autumn and Spring reports consist of one mark per subject and a comment. In the January and June reports there are two marks. The second mark is the result of tests taken in December and June.

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The marking system

There are three types of marks in the European School system:

- **The A mark** is an evaluation of the work done in class, homework assignments, essays etc. during the semester. The A mark is given in all four school reports, and the school reports in Autumn and Spring only contain A-marks. (Equivalent to Danish Standpunktskarakter)
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The European Baccalaureate has its own marking scale. A student's performance is assessed against seven performance indicators: Excellent (but not flawless), Very good, Good, Satisfactory, Sufficient, Weak and Very week.

Each performance indicator covers 2-3 numerical marks. For instance, the performance indicator Excellent can cover the numerical marks 9.0, 9.5 and 10. 9.0 is obtained if it's closer to a Very Good performance and 10 is given if it's almost flawless.

You can find a description of the marks below:

	Numerical mark (S4-S6)	Performance indicator	Danish grading system 1
Excellent though not flawless performance entirely corresponding to the competences required by the subject	10 9.0-9.5	Excellent	12

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[1] Please note that the parallel to marks in the Danish grading system is not an exact conversion but rather a reference to the grading system that most Danish students know.

Very good performance almost entirely corresponding to the competences required by the subject	8.00-8.5	Very good	10
Good performance corresponding overall to the competences required by the subject	7.00-7.5	Good	7
Satisfactory performance corresponding to the competences required by the subject	6.00-6.5	Satisfactory	4
Performance corresponding to the minimum of the competences required by the subject	5.0-5.5	Sufficient	2 (passed)
Weak performance almost entirely failing to meet the competences required by the subject	3.0-4.5	Failed (weak)	0
Very weak performance entirely failing to meet the competences required by the subject	0-2.5	Failed (very weak)	-3

All ES Syllabuses now contain subject-specific attainment descriptors. Attainment descriptors for all subjects can be found on the European Schools general website.

Further information about the marking system and assessment criteria can be found in the following link.

Annex 11.1. Accounts Status_ESCPH and ASC_31.08.2020

	Declared appropriation (udmeldt bevilling)	Anticipated appropriation (forv. Bevilling)
Round (runde) 9	63.579.891	
Student calculated appropriation/Garantibevilling		2.261.205
Energy costs/forsyning - Appropriation still outstanding from Municipality 2019		489.967
Energy costs/fjernkøling - Anticipated appropriation from the Municipality from previous years		283.623 (2018+2019)
Energy costs - Appropriation outstanding 2020	63.579.891	67.405.520
		790.834 (Fjernkøling 2020 + rest El/Vand/Varme)

ESCPH	Accounts/ Regnskab 2019	Budget 2020	Rev. Budget Juni 2020	Expenses 1. kvartal	Expenses 2. kvartal	Expenses Juli	Expenses August	Total expenses	Expenses to date v. anticipated total expenses (forbrug ifht. forventet forbrug) in %
Ufordelt (Corona udgifter)				59.472	35.935			95.407	0
Teaching costs (undervisningens gennemførelse)									
Salaries teaching (incl. cleaning, tech, kitchen)	22.003.033	26.566.026	27.427.069	6.522.525	7.147.218	2.301.221	1.914.960	17.885.924	65% 20.891.020,48
Teaching related staff expenses	192.030	200.000	200.000	33.804	31.580	2.703	32.067	100.153	50%
Teaching materials - Pri/Sec		1.000.000	1.000.000	274.708	23.336	15.710	79.550	393.304	39%
Teaching materials Primary	649.655	500.000	500.000	66.245	69.312	3.224	103.917	242.697	49%
Teaching materials Secondary	1.014.953	400.000	400.000	48.672	12.301	81.822	147.955	290.749	73%
Culinary school (Madskole)	-747.725	300.000	300.000	-79.704	297.924	85.329	-82.674	220.875	74%
Undervisningens gennemførelse total / Teaching total	23.111.946	28.966.026	29.827.069	6.866.249	7.581.870	2.490.009	2.195.774	19.133.702	64%
Building costs (bygningsdrift)									
Building - energy costs (forsyning, el, varme, etc.)	1.381.800	1.133.804	1.908.262	576.137	315.579	57.778	48.301	997.794	52%
Building - school costs (selv)	1.116.999	556.466	556.466	106.602	179.656	18.981	-280.989	24.250	4%
Building total	2.498.799	1.690.270	2.464.728	682.739	495.235	76.758	-232.688	1.022.044	41%
Management and admin. costs									
Salaries (løn) management and admin.	3.523.307	2.866.726	2.876.116	791.126	742.824	180.525	138.708	1.853.182	64%
Management and admin. costs	471.465	520.000	520.000	147.957	51.944	4.395	15.349	219.644	42%
Management and administration total	3.994.772	3.386.726	3.396.116	939.082	794.767	184.919	154.057	2.072.826	61%
Total excl. transport	29.605.517	34.043.022	35.687.913	8.488.071	8.871.672	2.751.686	2.117.142	22.228.571	62%
Expenses paid 1:1 by the Municipality									
Building - Fixed (fast, husleje etc.) (Kejd)	31.175.985	30.928.132	30.928.132	7.825.660	8.103.394	2.598.739	2.439.791	20.967.584	
Student transport (elevkørsel)	178.232	178.232	178.232	3.696	11.200	0	6.400	21.296	
Total incl. madskole	60.959.734	65.752.920	66.794.277	16.317.426	16.986.266	5.350.425	4.563.334	43.217.451	
Total per month compared to the budget (Excl. 1:1 covered expenses)		2.836.919	2.973.993	433.908	50.306	222.306	856.850	1.563.370	
Comments							Percent of budget spent after 8 months:		67%

ESCPH Madskole/Culinary School	Accounts/ Regnskab 2019	Budget 2020		Expenses 1. kvartal	Expenses 2. kvartal	Expenses Juli	Expenses August	Total expenses	Expenses to date v. anticipated total expenses (forbrug ifht. forventet forbrug) in %
Madskole - Salaries	1.714.343	2.019.264		451.768	543.343	130.401	26.403	1.151.915	57%
Madskole - Other expenses	1.857.070	1.468.226		448.269	251.850	5.222	87.269	792.611	54%
Madskole udgifter total	3.571.413	3.487.490		900.037	795.193	135.623	113.672	1.944.526	56%
Madskole - Basic grant/grundtillæg	651.000	603.534		150.884	150.884	50.295	50.295	402.356	67%
Madskole - Other income (Incl. ASC + Ped. Meals)	2.754.343	2.710.992		828.858	346.385	146.052	146.052	1.321.295	49%
Madskole - Total income	3.405.343	3.314.526		979.742	497.269	196.347	196.347	1.723.651	52%
Madskole total	-166.070	-172.964		79.704	-297.924	-85.329	82.674	-220.875	128%

	KKFO/ASC	KKFO/ASC
	Declared appropriation (udmeldt bevilling)	Anticipated appropriation (forv. Bevilling)
Round 7	8.009.323	249.201
More children after the summer holiday	8.009.323	8.258.524

AFTER SCHOOL CARE (ASC)	Accounts/ Regnskab 2019	Budget 2020	Rev. Budget	Expenses 1. kvartal	Expenses 2. kvartal	Expenses Juli	Expenses August	Total expenses	Expenses to date v. anticipated total expenses
Uofordelt (Corona costs)				13.847	-1.119	-5.528	7.200		1%
Salaries (løn)	5.109.439	6.782.363		1.533.371	1.858.507	508.131	565.458	4.465.468	66%
Activities (beskæftigelse)	911.087	600.000		36.134	117.263	22.769	33.574	209.740	35%
Food (mad)	206.224	200.000		201.598	1.422	3.856	605	207.480	104%
Staff expenses (personaleomkostninger)	159.875	160.000		26.299	6.625	1.520	18.024	52.468	33%
Building - school costs (selv)	258.787	340.000		1.097	820	0	354.841	356.758	105%
Administration	117.210	115.000		21.260	13.339	7.747	1.577	43.923	38%
Total	**6.762.622**	**8.197.363**		**1.819.760**	**1.997.976**	**544.023**	**974.079**	**5.335.838**	**65%**

	Budget 2020	1. kvartal	2. kvartal	Juli	August	Total expenses
Total per month compared to the budget	683.114	229.581	51.365	139.090	-290.965	700.981

Percent of budget spent after 8 months: 67%

Upper Secondary		Budget 2020	Expenses 1. Kvt.	Expenses 2. kvt.	Expenses Juli	Expenses August	Total expenses
Grant	Grant from UVM	1.293.575	0	0			0
	EB Basic subsidy	400.000	0	0			0
	Grants from the Municipality	2.500.000	0	0			0
Grant total	Revenue from the municipality and the state mm.	4.193.575	0	0	0	0	0
Teaching costs (Undervisningens gennemførelse)	Salaries teaching (incl. cleaning, tech)	2.031.564	71.691	215.892	71.964	166.390	525.937
	Teaching related staff expenses	150.000	600	0			600
	Teaching materials	750.000	90.000	3.760	-1	6.361	100.120
	Student activities	100.000	0	0	4.242		4.242
	Study trip (Studieture)	100.000	0	0	85.607		85.607
	Projects	25.000	0	0			0
Teaching costs total	Teaching costs total	3.156.564	162.291	219.652	161.812	172.751	716.505
Building costs (Bygningsdrift)	Building - energy costs (forsyning, el, varme, etc.)	150.000	0	0			0
	Building - school costs (ejendom selv)	200.000	0	0			0
Building total	Building total	350.000	0	0	0	0	0
Management and admin. costs (Ledelse og administration)	Salaries (løn) management and admin.	400.316	25.655	50.101	18.430	58.587	152.773
	Management and administration	250.000	93.423	23.728	4.100	1.180	122.430
Management and adm. total	Total	650.316	119.078	73.830	22.530	59.766	275.203
Costs total		4.156.880	281.368	293.482	184.342	232.517	991.709
Resultat		36.695					