



**School Year 2018-2019  
School Handbook for Parents  
Nursery/Primary**

**European School Brussels IV**  
Drève St Anne 86 - 1020 Brussels  
Tel: 02/340.13.90 - Fax: 02/340.14.99 - [www.eeb4.be](http://www.eeb4.be)

**IMPORTANT**

The school web site includes up to date information on all aspects of the school life. If you have questions concerning anything at all to do with the school, please consult the web site.

Information will not be given out on paper to families but will be sent by email and appear on the web site. It is therefore most important to consult the site on a regular basis.

[www.eeb4.be](http://www.eeb4.be)

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## INTRODUCTION

### School ethos and values

The aims of the European Schools, symbolically sealed in a parchment that is buried with the foundation stone of every school, are consecrated in the words of Jean Monnet, one of the founding fathers of the European Union:

**Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, it will be borne in them as they mature that they belong together. Without ceasing to look to their own lands with love and pride, they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them into being a united and thriving Europe.**

It is important to stress some of the distinguishing features of the system:

1. it was born under the initiative of the parents, over 60 years ago in Luxemburg;
2. it aims at facilitating the mobility of people who work for the European Institutions;
3. there is an intergovernmental governance of the system;
4. all Member States are entitled to the same education offer, the curriculum and the syllabuses are harmonized;
5. the teaching staff is mainly seconded by the Member States and it is ultimately for the national Inspectors of each country to control pedagogical quality;
6. The School is organized in language sections and has special provisions for pupils without a language section (SWALS) and pupils with special educational needs (SEN).

The objectives of the education provided in all the 14 existing European Schools are the same and are the following:

- to give pupils confidence in their own cultural identity - the bedrock for their development as European citizens;
- to provide a broad education of high quality, from nursery level to university-entrance;
- to develop high standards in the mother tongue and in foreign languages;
- to develop mathematical and scientific skills throughout the whole period of schooling;
- to encourage a European and global perspective overall and particularly in the study of human sciences;
- to encourage the creativity in music and the plastic arts and an appreciation of all that is best in a common European artistic heritage;
- to develop the physical skills and instil in pupils the appreciation of the need for healthy living through participation in sporting and recreational activities;
- to offer pupils professional guidance on their choice of subjects and on career/university decisions on the later years of the secondary school;
- to foster tolerance, co-operation, communication and concern for others throughout the school community and beyond;
- to cultivate pupils' personal, social and academic development and to prepare them for the next stage of education.

These principles translate into specific objectives for the different school levels and into a specific curriculum and school organization:

**The nursery level** aims to ensure that all children are given the opportunity to develop their potential. Provision is made for interpretive and directed learning, but it is recognized that purposeful play provides the most important learning situation at nursery level. The nursery level aims at the acquisition of skills in language, mathematics and physical control while giving attention to the social and moral development of the children.

In **the primary school** the focus is on mother tongue, mathematics and the first foreign language (L2), but art, music, physical education, exploring our world and religion/ethics are important - as are the “European Hours”, where mixed nationalities meet for a variety of activities. The same attention to the social and moral development of the children is given in the learning process at this level.

In this respect, extra-curricular activities, in sport, arts or science, play an important role in reinforcing the curriculum in all aspects but in particular those which have to do with the social and moral development of the children. They are organized by the Parents’ Association in co-operation with the school.

**The European School Brussels IV is committed to all the values implied in the objectives and organization of the European Schools. The School believes in the participation of all stakeholders in the development of the school, in a multicultural perspective which celebrates diversity and is based in mutual respect. We also believe that every aspect of school life is permeated by these values and we work together to translate them at all levels, from the “healthy school” ethos to the planning for “European Hours”, while remaining each and everyone of us role models in our every day activity of the values we believe in.**

## ADMISSION

### Age requirements

Admission to nursery school takes place at the start of September in the calendar year in which the child reaches the age of 4 years.

Admission to the first class of primary school takes place at the start of September in the calendar year in which the child reaches the age of 6 years.

Entry into the following classes may be subject to the same conditions of age, increasing the number of years corresponding to the class.

In principle, no child can be admitted to school if he/she is more than two years older than the normal age (three years for 4th to 6th year of secondary).

### Choice of language section

**A fundamental principle of European schools is the teaching of mother tongue / dominant language as a first language (L1).** This principle implies that the child be enrolled in the section of the mother tongue/ dominant language dominant if this section exists.

In schools where the section for the mother tongue/ dominant language does not exist, the pupil is enrolled as a rule in a section of a vehicular language (German, English or French).

### Language tests for admission

Pupils must be enrolled in the language section of their dominant language. In case of doubt, the Director can ask for proof of the level of language, and if necessary, may request for a language test to determine the child's dominant language. The language test will be carried out by the teachers of the school. Based on the test results, the Director will make the final decision.

Families whose children are requested to take a language test will be contacted individually by the school.

## NURSERY - PRIMARY IMPORTANT DATES

| September 2018 |  |
|----------------|--|
| 04/09          | Nursery school parents meeting (17:30) and P1 (18:15)  |
| 05/09          | Beginning of the school year   |
| 06/09          | L2 start (except for P1)<br>ONL Irish and SWALS Estonian and Croatian P2 to P5 start<br>Parents meeting for P2 (18:15 ) and P3 (18:15) |
| 07/09          | European Hours start   |
| 10/09          | Religions/Ethics courses start   |
| 11/09          | Parents meeting for P4 (18:15 ) and P5 (18:15)   |
| 17/09          | L2 start for P1 and SWALS Croatian for P1  |
| 26/09          | European Day of language   |
| October 2018   |  |
| 03/10          | Admin Board (1/2)  |
| 09/10          | School Photographer  |
| 11/10          | School Photographer<br>CE 1 : N/P Education Council  |
| 26/10          | Oral School Report Day (no school for N/P pupils)  |
| November 2018  |  |
| 05/11          | Pedagogical Day (no school for pupils)   |
| 29/11          | English Theatre Event - Salle Polyvalente  |
| 30/11          | Art Auction European Hours<br>RO section show - Salle Polyvalente  |
| December 2018  |  |
| 04/12          | Board of Governors (OSG)   |
| 05/12          | St Nicholas  |
| 17/12          | Christmas Concert  |
| 18/12          | Christmas Concert  |
| 19/12          | Christmas Concert  |
| 21/12          | Half day of classes for pupils   |
| January 2019   |  |
| 23/01          | 13:00 Open door day - online registration via website  |
| 31/01          | Delivery of the school report via SMS  |
| February 2018  |  |
| 05/02          | Meeting about P5 trip and transition (18:00-20:00) - Salle Polyvalente   |
| 07/02          | CE 2 - N/P Education Council   |
| 11/02-15/02    | Art week- Primary School   |
| March 2018     |  |
| 19/03          | Information meeting L2 for Nursery 2 Parents (18:30)- Salle Polyvalente  |
| April 2018     |  |
| 12/04          | Half day of classes for pupils   |
| May 2018       |  |
| 02/05          | Meeting for P4 Parents regarding Cladses Vertes (18:30)- Salle Polyvalente   |
| 09/05          | Europe Day   |
| 16/05          | CCE/SAC n°2- School Advisory Council   |
| 23/05          | JEC- Joint Education Council   |



| June 2018 |   |
|-----------|---|
| 06/06     | CE 3- N/P Education Council                               |
| 11/06     | Class Council   |
| 12/06     | Open door day - online registration on the school website |
| 13/06     | Class council   |
| 17/06     | Joint Education Council                                   |
| 18/06     | Class Council   |
| 20/06     | Class Council   |
| 25/06     | Class Council   |
| 27/06     | Class Council   |
|           |   |
| July 2019 |   |
| 04/07     | End of year school reportds                               |
| 05/07     | End of school year for Nursery/Primary                    |
|           |   |

## School calendar

|                        |                                     |                                     |
|------------------------|-------------------------------------|-------------------------------------|
| Start of school year   | Wednesday                           | 05/09/2018                          |
| All Saints             | From Monday<br>To Friday (included) | 29/10/2018<br>02/11/2018 (included) |
| Christmas and New Year | From Monday<br>To Monday (included) | 24/12/2018<br>07/01/2019 (included) |
| Carnival               | From Monday<br>To Friday (included) | 25/02/2019<br>01/03/2019 (included) |
| Eastern                | From Monday<br>To Friday (included) | 15/04/2019<br>26/04/2019 (included) |
| Labour day             | Wednesday                           | 01/05/2019                          |
| May holidays           | From Monday<br>To Friday (included) | 27/05/2019<br>31/05/2019 (included) |
| Pentecost              | Monday                              | 10/06/2019                          |
| End of School Year     | Friday                              | 05/07/2019                          |

- 
- ① The School report oral day will take place on Friday, 28 October 2018. **There is no school for nursery and primary on this day.**
  - ② The Pedagogical day will take place on Monday, 05 November 2018. **The pupils will not attend school on that day.**

## Simplified Timetable

| NURSERY SCHOOL - P1 - P2 |        |         |           |          |        |
|--------------------------|--------|---------|-----------|----------|--------|
|                          | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| Start                    | 8:15   |         |           |          |        |
| End                      | 15:05  |         | 12:30     | 15:05    | 12:45  |
| P3 - P4 - P5             |        |         |           |          |        |
|                          | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| Start                    | 8:15   |         |           |          |        |
| End                      | 15:05  |         | 12:30     | 15:05    |        |

## School Fees / Frais scolaire 2018/2019

|   | MATERNELLE<br>NURSERY | PRIMAIRE<br>PRIMARY                                 |
|---|-----------------------|---|
| Agenda  | 3,90 €                | 3,90 €  |
| Photocopies/Impression  | 26,50 €               | 33 €  |
| Assurance /Insurance  | 6,20 €                | 6,20 €  |
| Tenue de Sport / Sports outfit (T-shirt + short)  | --                    | 20 €  |
| Bonnet de bain / Swimming caps (only for the P2/3/4/5 students if requested)  | --                    | 7,20 €  |
| Entrée à la piscine / Entrance fee for the swimming pool (P2/3/4/5)   | --                    | 20 €  |
| Livres / books Intermath  | --                    | 22 €  |
| Portfolio (M1 & P1 only)  | --                    | 6€  |
| Pupil Badge & access token  | TBC                   | TBC   |
| <b>Activités culturelles et récréatives pour les classes de <u>maternelles</u> :</b><br><b>Educational, cultural and sports activities for all <u>nursery</u> classes:</b> <ul style="list-style-type: none"> <li>➤ 3 outings (bus + museum/workshop )</li> <li>➤ Sports day (at school)</li> <li>➤ Classical concert workshop</li> </ul> | 85,00 €               | P1: 90€<br>P2: 93€<br>P3: 70€<br>P4: 88€<br>P5: 85€ |

**Activités culturelles et récréatives pour les classes de primaires :**  
**Educational, cultural and sports activities for all primary classes:**

|  |   |
|--|---|
| <b>P1</b>  | <b>P2</b>   |
| <ul style="list-style-type: none"> <li>➤ 2 outings (bus + museum/workshop )</li> <li>➤ Sports day (at school)</li> <li>➤ Classical concert workshop</li> </ul> | <ul style="list-style-type: none"> <li>➤ 2 outings (bus + museum/workshop )</li> <li>➤ Sports day (at school)</li> <li>➤ Classical concert workshop</li> <li>➤ KIVA</li> </ul>                        |
| <b>P3</b>  | <b>P4</b>   |
| <ul style="list-style-type: none"> <li>➤ 2 outings (bus + museum/workshop )</li> <li>➤ Sports day (at school)</li> <li>➤ Classical concert workshop</li> </ul> | <ul style="list-style-type: none"> <li>➤ 2 outings (bus + museum/workshop )</li> <li>➤ Sports day (at school)</li> <li>➤ Technopolis</li> <li>➤ Classical concert workshop</li> <li>➤ KIVA</li> </ul> |
| <b>P5</b>  |   |
| <ul style="list-style-type: none"> <li>➤ 2 outings (bus + museum/workshop )</li> <li>➤ Sports day (at school)</li> <li>➤ Classical concert workshop</li> </ul> |   |

**Important notification:**

When we encode your child in our billing programme for school fees, only one legal representative of the child may be specified as "responsible for the costs." By default, the legal guardian of the encoded child is the member of staff of the EU institutions. If the two legal representatives of the child work for the EU institutions, the legal representative encoded is the person who receives the family allowances as mentioned in the document Annex 1 that was requested when you enrolled your child.

Please note that the legal representative encoded in the computer programme cannot be modified during the school year. If you wish to modify the legal representative by default, please send an email to Mrs. Sandra BEYNE (sandra.beyne@eursc.eu) imperatively before 28.09.2018.

A request for change submitted after the deadline will not be taken into account for the school year 2018-2019.

We thank you in advance for respecting these instructions.

## ADMINISTRATION

### Director

Manuel BORDOY

[manuel.bordoy@eursc.eu](mailto:manuel.bordoy@eursc.eu)

Executive secretariat

- Laure NOSSENT

[laure.nossent@eursc.eu](mailto:laure.nossent@eursc.eu)

Tel : 02/340.13.94

### Administrator

Dominique CHERON

[dominique.cheron@eursc.eu](mailto:dominique.cheron@eursc.eu)

Accountancy secretariat

- To be confirmed

Tel : 02/340.13.96

### Deputy Head for nursery & primary

Markko MATTUS

[markko.mattus@eursc.eu](mailto:markko.mattus@eursc.eu)

Nursery & Primary secretariat

- Carolyn SAUNDERS

[carolyn.saunders@eursc.eu](mailto:carolyn.saunders@eursc.eu)

- Véronique MALEMPREZ

[Véronique.malemprez@eursc.eu](mailto:Veronique.malemprez@eursc.eu)

Tel : 02/340.13.90

### Infirmary

- Eva PUTTKAMER

- Sophie CARLY

- Nadia LEGRAND

[List-lae-infirmary@eursc.eu](mailto:List-lae-infirmary@eursc.eu)

Tel : 02/340.14.94

### Psychologists

- Marie-Charlotte VAN DER MERSCH

M2 / P1 to P5 / S5

[marie-charlotte.van-der-mersch@eursc.eu](mailto:marie-charlotte.van-der-mersch@eursc.eu)

Tel : 02/340.14.04

- Ana MORENO

M1 / S1, S2, S3, S4, S6, S7

[anna.moreno@eursc.eu](mailto:anna.moreno@eursc.eu)

Tel : 02/340.14.32

### Enrolments

Enrolment secretariat

- Gamze GALELI

[gamze.galeli@eursc.eu](mailto:gamze.galeli@eursc.eu)

Tel : 02/340.70.07

### Accountancy

Head accountant

- Eolia PALMA

[eolia.palma@eursc.eu](mailto:eolia.palma@eursc.eu)

Tel : 02/340.13.95

Accounting assistant  
Tuition fees and employers attestations  
- Sandra BEYNE

[sandra.beyne@eursc.eu](mailto:sandra.beyne@eursc.eu)  
Tel : 02/340.70.02

### IT - Technicians

ICT technicians  
- Mourad EL ATROUSS  
- Steven QUINA

[mourad.elatrouss@eursc.eu](mailto:mourad.elatrouss@eursc.eu)  
[steven.quina@eursc.eu](mailto:steven.quina@eursc.eu)  
Tel : 02/340.13.90

Head technician  
- Slimane RAHOU

[slimane.rahhou@eursc.eu](mailto:slimane.rahhou@eursc.eu)  
Tel : 02/340.70.11

Technician  
- Gauthier CHAUVEAU

[Gauthier.chauveau@eursc.eu](mailto:Gauthier.chauveau@eursc.eu)

Security and prevention advisor  
- Caroline HULSEN

[caroline.hulsen@eursc.eu](mailto:caroline.hulsen@eursc.eu)

### Library

Nursery - Primary

- Teresa PLANA  
Stéphanie PIRET

[teresa.plana@eursc.eu](mailto:teresa.plana@eursc.eu)  
[stephanie.piret@eursc.eu](mailto:stephanie.piret@eursc.eu)

## Appointments

- Secretariat** If you need to contact the secretariat please do so by email:  
[carolyn.saunders@eursc.eu](mailto:carolyn.saunders@eursc.eu) (nursery/primary)  
[samantha.sioen@eursc.eu](mailto:samantha.sioen@eursc.eu) (secondary)
- Deputy Heads** The Management practise an open door policy however we kindly ask parents to check the deputy director's availability with their respective secretaries. For the Deputy Director of Nursery/Primary please contact [carolyn.saunders@eursc.eu](mailto:carolyn.saunders@eursc.eu). For the Deputy Director for Secondary please contact [samantha.sioen@eursc.eu](mailto:samantha.sioen@eursc.eu)
- Headmaster** To make an appointment with the Director, Mr Manuel BORDOY, please contact [laure.nossent@eursc.eu](mailto:laure.nossent@eursc.eu)



## CLASS TEACHERS AND ASSISTANTS

### BG - Bulgarian section

|               |                         |
|---------------|-------------------------|
| mbga          | Nadezdha MINKOVA        |
| p1bga / p2bga | Nataliya STAYKOVA       |
| P3bga         | Teodora YANEVA          |
| P4bga         | Aneliya NANKOVA         |
| P5bga         | Tanya KIRILOVA BORISOVA |

### DE - Germanophone section

|       |   |
|-------|---|
| mdea  | Levke BONSE                                   |
|       | Christina STERN & Elise REUSCHEL (assistants) |
| p1dea | Verena VILLARD                                |
| p2dea | Gunda WÖBKING THALER                          |
| p3dea | Daniela MOSER THALER                          |
| P4dea | Andreas NEUMANN                               |
| P5dea | Annette BIRK-RICKERT                          |

### EN - Anglophone section

|       |                                  |
|-------|----------------------------------|
| mena  | Emma DONALDSON                   |
|       | Brett SILVER (assistant)         |
| menb  | Adrienne VRIESE                  |
|       | Nadezda KOVALEVSKAYA (assistant) |
| p1ena | Wynne BUCKNER                    |
| p2ena | Simon FINN                       |
| P2ena | Padraig RYAN                     |
| p3ena | Yvonne O'BRIEN                   |
| P3enb | Alison BRANT                     |
| p4ena | Ann-Maree IRELAND                |
| p4enb | Helen SAUNDERS                   |
| p5ena | Noel ROWLAND                     |
| p5enb | Richard NAGEL                    |

### ET - Estonian section

|                  |              |
|------------------|--------------|
| meta             | Regina EIMRE |
| p1eta /<br>p2eta | Margit HUNT  |

### FR - Francophone section

|       |                             |
|-------|-----------------------------|
| mfra  | Edith KAYOBOTSI             |
|       | Irena IMIELSKA (assistant)  |
| mfrb  | Isabelle CLAUTRIAUX         |
|       | Fatiha JIALA (assistant)    |
| mfrc  | Laure LUEL                  |
|       | Anna LADOMIRSKA (assistant) |
| mfrd  | Eric PRINCE                 |
|       | Sonia BRANCO (assistant)    |
| p1fra | Benjamin LELOUP             |
| p1frb | Catherine GADAIS            |
| p1frc | Maria MIMMO                 |
| p2fra | Manuel CORNALI              |
| p2frb | Stéphanie GILARD            |
| p2frc | Daniel PALUMBIERI           |
| p3fra | Vincent LECOMTE             |
| p3frb | Anna PIAZZA                 |
| p3frc | Clélie VANDERVORST          |
| p4fra | Valérie AUBARD              |
| p4frb | Fabio SOOPEN                |
| p4frc | Fabienne PERNET             |
| P4frd | Fabien FUSCIELLO            |
| p5fra | Eric MATROULE               |
| p5frb | Marc-Henri LETESSON         |
| p5frc | Françoise BOISSEVAL         |
| p5frd | Nathalie PERSYN             |

### IT - Italian section

|       |                                 |
|-------|---------------------------------|
| mita  | Letizia CAPORASO (remplacement) |
| p1ita | Paola NOLFI                     |
| p2ita | Gino SPEZZANI                   |

|       |                                  |
|-------|----------------------------------|
| p3ita | Maurizio D'AMELLA (Remplacement) |
| p4ita | Ugo CERAVOLO                     |
| p5ita | Dorella MORETTI                  |

### NL - Dutch-speaking section

|       |                             |
|-------|-----------------------------|
| mnea  | Atsje WIERSMA               |
|       | Sarah MELHAOUI (assistante) |
| p1nea | Frits VAN DER REE           |
| p2nea | Arjan LEIJS                 |
| p3nea | Marjolijn VAN WASBEEK       |
| p4nea | Wouter VAN EYCK             |
| p5nea | Koen FONTEYN                |

### RO - Romanian section

|       |                          |
|-------|--------------------------|
| mroa  | Mihaela LAZAR            |
|       | Anca SUSANU (assistante) |
| p1roa | Marinela DINUTA          |
| p2roa | Maria Doina VOICA        |
| p3roa | Adriana VLAICU           |
| p4roa | Iulia DRAGOMIR           |
| p5roa | Ana-Maria PARVU          |

### SWALS

|    |                          |
|----|--------------------------|
| ET | Katri KUUS               |
| HR | Sandra MATIJEVIC DVORZAK |

### L2/Educational support teachers/Sports

|       |                         |
|-------|-------------------------|
| ES BG | Antoaneta STAVREVA      |
| ES DE | Beatrix KRAMLER         |
| ES EN | Regina NAGEL            |
| ES FR | Caroline BLONDIN        |
|       | Cécile PEYCAM           |
|       | Isabelle CORNALI        |
| ES IT | Maurizio D'AMELLA       |
| ES NL | Cynthia KOK             |
| ES RO | Petronela RODICA MITREA |
| L2 EN | Anne-Maree JAKOWENKO    |
| L2EN  | Annika VIHMAN           |
| L2 EN | Kathleen ANDERSON       |
| L2 EN | Anna HOECK              |
| Sport | Bernadette CNUUDE       |

### **Meeting with teachers**

Your child's class teacher will inform you what times he/she receives parents. All contact with teachers should be organised via your child's agenda, and not through the school secretariat. LII teachers, LS teachers and other subject teachers may also be contacted via a small note in your child's agenda or by direct email contact with the teacher.

## SCHOOL ORGANISATION

### Instructions for parents accessing the school site

Any person (including staff members) wishing to enter the school site must present and be visibly wearing his/her identification badge (EU Commission, EU Parliament ...).

The school is open from 7h50.

The main entrance to the site is Drève Ste Anne 88, 1020 Brussels.

In order to facilitate mobility on the school site, we kindly ask you to read the following information:

We highly recommend our pupils to use public transport in order to get to school by either using the school bus system (information and registration via the Parents Association - [www.bru4.eu](http://www.bru4.eu) ) or by using public STIB transport (the closest metro station is “Bockstael”, then bus 53 - bus-stop *Schola Europea* ).

In principal, parents are not granted general access on the school site during school hours unless they have an appointment with the management or with a teacher. Parents who have an appointment are requested to collect a visitor’s pass from the security guards.

**The underground parking is strictly for school staff members only.**

#### Access for bicycles

People commuting by bike should enter or exit the site dismounting their bikes, and never by the entrance or exit for the buses (Médori).

**The underground car park is not accessible to parents/pupils bicycles.** They shall be stored **only** in the designated areas (bike-rack on the pavement in front of the site entrance n°88).

**Nobody is allowed to cycle on the school site** with the exception of the school nurses.

#### Access for pedestrians

Pedestrian have access to the school, either via the entrance which is open until 8h30 (Drève Sainte Anne n° 88). The entrances for buses are strictly prohibited for pedestrians for obvious safety reasons. The supervisors instructions must be followed.

The bus parking (red covering) is not accessible to pedestrians during the hours indicated in the following table. During these times, buses are authorized to circulate on the parking.

**AM : 7h50 to 8h30**

| PM |                  |       |        |
|----|------------------|-------|--------|
|    | <b>Monday</b>    | 14:30 | 16 :30 |
|    | <b>Tuesday</b>   | 14:30 | 16 :30 |
|    | <b>Wednesday</b> | 12:00 | 13 :30 |
|    | <b>Thursday</b>  | 14:30 | 16 :30 |
|    | <b>Friday</b>    | 12:15 | 13 :15 |
|    |                  | 14:30 | 16 :00 |

## Reception of Nursery and P1/ P2 classes during the morning arrival

In order to reinforce the well-being of our pupils during their arrival at school in the morning, as well as ensuring a smooth entry for our Nursery/P1/P2 pupils, the management will grant access to those parents wishing to accompany their children to school in the morning. Please note that parents who do not wish to accompany their child may leave them with the supervisors at gate n°88 as before.

Please note the following (see plan below):

- Entrance to school is between 7:50am and 8:15am.
  - To access the school, parents must be in possession of a "parent badge" distributed at the beginning of the school year.
  - To drop off their child, parents have access to the common room for Nursery pupils (F building) and to the playground for P1/ P2 pupils.
  - Parents will not have access to the classes and will have to leave the premises before the start of the classes at 8:15 am.
  - Parents who arrive late should leave their child with the supervisors at the Drève Sainte-Anne gate n°88. This entrance will remain open until 8:30 am.
- Parents are asked to follow the instructions below and not to wander around the other parts of the school. NB ! it is strictly forbidden to cross the parking lot when the buses arrive.  
For any questions, please contact the secretariat of the nursery and primary cycle.

The management thanks the parents for their good understanding and cooperation.



Anyone accessing the school site acknowledges having read and adhering to this regulation.

## **Start of the school year**

The new academic year starts on Wednesday 5 September 2018 at 8h15. On this day, classes finish at 12h30 (Wednesday schedule). Only pupils enrolled in the after-school garderies will have lunch at the canteen. The school buses run on the first day of school. Please contact the Parents Association (APEEE) for any questions regarding the transport and canteen. More information can be found in Annex 2: "First week of school" (Annex 2).

## **Badge**

For safety reasons, nursery and primary pupil must wear a badge during the first weeks of school. Please print the official badge of the school which is available on our website under "Forms" <http://www.eeb4.be/en/node/97> and pin/stick it visibly to your child's jacket or sweater on the first day in a plastic holder.

## **Family contact details**

All parents are requested to provide their family data including phone numbers e-mail and mailing address to the school secretariat via the Communication - Contacts form. All information regarding the school is sent to parents by e-mail. If a parent does not have access to the Internet they are kindly requested to inform the Secretariat immediately so that other communication measures can be taken. If a change of address occurs, please inform the secretariat as soon as possible: [carolyn.saunders@eursc.eu](mailto:carolyn.saunders@eursc.eu)

## **Parent-teacher meetings**

The first parent-teacher meetings of the year will take place on the following dates:

- |       |   |
|-------|---|
| 04/09 | Parents meeting for Nursery (17h30) & P1 (18h15-L2, 19h15-class teachers)                     |
| 06/09 | Parents meeting for P2 (18h15-L2, 19h15-class teachers) & P3 (18h15-class teachers, 19h15-L2) |
| 07/09 | Parents meeting for P4 (18h15-L2, 19h15-class teachers) & P5 (18h15-class teachers, 19h15-L2) |

## **Attendance certificates**

An attendance certificate will be given to every nursery and primary pupils at the end of September. If a family requires an extra certificate, please contact the secretariat by email: [veronique.malemprez@eursc.eu](mailto:veronique.malemprez@eursc.eu)

## Pedagogical material and equipment

### Clothing at school

Parents are requested to dress their children appropriately according to current weather conditions. During all break times, the pupils are outside in the playground (with the exception of very extreme weather situations), therefore children are required to have adequate outdoor coats and footwear (waterproof, warm in the winter etc). During the winter months hats, gloves and scarves are imperative.

### Book and material lists

Parents are required to provide books and materials. All book and material lists can be found on our website [www.eeb4.be](http://www.eeb4.be). The class teacher can provide you with more information if necessary.

### Agenda

Every pupil receives a school agenda in which every day he/she will note down any homework, messages, material to bring to school etc. The school agenda is also a means of communication between the teachers and the parents. Parents are requested to consult the school agenda every day to check for any messages and to always indicate any important changes such as the end of the day pick-up in the agenda.

### Intermaths

The intermaths books are obligatory for primary pupils. The books will be handed out via the class teachers. The Intermaths books cost €22 and are included in the general bill sent out to parents by the school.

### Sport

An official school sports kit will be handed out to primary pupils during the first few weeks at school. The kit costs €20 and is included in the general bill sent out to parents by the school. Please note that the sports kit is sold as a pair of shorts and t-shirt together, and not as separate garments. **Parents are kindly asked to mark their child's name in their sports kit, as well as marking all other personal belongings!**

### Healthy School

Our school aims to contribute to improving the pupils' quality of life whilst at school. The quality of snacks brought into the classroom is therefore an important factor to ensure a balanced diet at school. Our pupils have one or two breaks per day during which they have



the opportunity to eat a snack. Our primary school highlights and encourages healthy snacks. By this we mean: fruits / vegetables / dairy / cereals and water to drink. We invite parents and teachers to talk to children about the importance of adopting a balanced diet and applying this at school. Children should have a healthy snack every day and a bottle of water. The school is not in favour of sweets, crisps or fizzy, sugary drinks being brought in for snack. In addition, through our "Healthy School" project, we would like to considerably reduce waste related to packaging brought to school. We therefore ask parents not to over-package snacks, and to limit the amount of packaging brought in to school. We also strongly recommend reusable snack boxes, not forgetting to put your child's name on it.

## Policies and structures of the school

### Homework

For more information on homework, please consult the policy online: <http://www.eeb4.be/en/node/99>.

### Second Language

Pupils begin to learn a second language from the first year of primary, having one lesson of their second language per day. The second language is a choice of French, English or German. Please consult the document « Languages » (Annex 2) and « Learning a second language » (Annex 3).

Please note that for pupils who fall under the SWALS category, the language of their section is considered as their second language.

### School Report

Each year, primary pupils receive an oral report and two written school reports. The oral feedback meeting with parents takes place in October. This is a meeting between the class teacher and the parents to assess the pupil's progress.

The written school reports are distributed to Primary pupils in February and July, and are accessible for parents via the "My School Management System". Each parent receives a personal login and password to access this database. The school reports are saved under "term reports".

The school report is an assessment tool for the teacher to inform parents of their child's progress. All subjects are evaluated in specific boxes with additional comments from the teacher. Parents must sign the last page of the report (distributed by the teacher) and return a copy to the school secretariat in order to complete the report.

See Annex 7 "school report".

### Supervision

The nursery pupils are supervised by the teachers and assistants during the playtimes and meals. Primary pupils are supervised by the teachers during morning arrival the short breaks. During the lunch times and breaks they are also supervised by external supervisors who are employed by the school. A special procedure is followed during bad weather.

### Morning arrival

Throughout the school year, primary pupils arriving at school in the morning will go directly to the playground and have a chance to play until the school bell rings; the teachers will then collect them outside and bring them into the classroom. The aim of this procedure is to improve pupils' well-being (more exercise, chance to run and play before school) and to ensure a greater level of pupils productivity during the 1st lesson.

In the case of extremely bad weather, pupils go directly to their respective classrooms. Please note that pupils will be supervised at all times, a rota of supervising teachers has been drawn up.

In the nursery, pupils arriving at the M-building are taken to the F-building by supervisors. Nursery pupils arriving by bus are taken to the common room of the Nursery building, where they are supervised by teachers and assistants until school starts.

### **Valuable Objects**

Pupils are not permitted to bring personal or valuable items to school. These objects may distract pupils and teachers in the classroom and are a cause of conflict in the playground. There is also a risk of loss, theft or damage. Any personal items or valuables brought to school will be confiscated and will be returned to the pupil at the end of the school day.

Mobile phones are only tolerated at school if they are turned off and placed in the pupil's school bag.

In addition, the school cannot assume responsibility for any loss, damage or theft of personal items and therefore will not investigate if such an act should occur.

See Annex 6 - Valuables.

### **Anti-bullying**

The school follows an anti-bullying policy. Bullying is the physical or psychological abuse of a pupil, who is repeatedly psychologically or physically hurt by others (for example systematically excluded by other pupils from activities, called nasty names, hit ...). Our approach is essentially proactive in encouraging a positive environment, supporting individuals, paying attention to the signs, being vigilant on the school site, intervening in cases of doubt. There is a procedure to follow when you suspect a child is being bullied.

A pupil who does not comply with the school rules must be educated and helped to integrate into the school community and its' learning process. The pupil in question will be warned, reprimanded or disciplined by a member of staff responsible. The most serious discipline problems will be reported to the Management.

### **Class Councils**

Class Councils are meetings held at the end of the school year to make decisions on pupils' promotion according to the provisions of Articles 18, 56, 57 and 62 of the General Rules of the European Schools.

If a pupil is struggling at school, a letter is sent to parents during the month of April to inform them of a "risk of repeating the year." This letter is by no means a final decision, but aims to inform parents of this possibility, and allows the school and parents act to help the pupil. Meetings with the class teacher will also be held to discuss the progress of the pupil.

All decisions regarding promotion are taken at the Class Council. The Class Council's decision may be communicated orally by the class teacher immediately after the meeting. The pupil's legal representatives shall be given notification in writing, at the address known to the school, by registered letter, by fax, by e-mail or by any other means of communication materialising in a written document sent to the addressee.

### **School outings and trips**

The school organises school outings for all classes throughout the school year. These outings are linked to topics covered in class, and are compulsory. These outings take place during

the day, however overnight trips of 3, 4 or 5 nights are also organised as from the 3<sup>rd</sup> year of primary.

See Annex 8 - School outings and trips.

## School Insurance

For detailed information on the school insurance please consult Annex 10.

### **Educational Support: general, moderate and intensive & SWALS**

Official documents at <https://www.eursec.eu/en/Office/official-texts/basic-texts/en>

#### **General Support**

Pupils may experience difficulty in a particular aspect of a subject, may need to 'catch up' due to late arrival in school or illness or may be working in their non-mother tongue. Pupils may need additional help with acquiring effective learning strategies or study skills. Such support should preferably be given in or outside the classroom, to small groups and is short term. Groups are organised vertically, horizontally, within or across sections, by focusing on the needs of the pupils concerned. It is planned and specific targets are set, including criteria for success and the information is included into the Group Learning Plan (GLP).

#### **Moderate Support**

Moderate Support is an extension of General Support and is provided for pupils with a mild learning difficulty or in need of more targeted support. This could be appropriate for pupils who may be experiencing considerable difficulty in accessing the curriculum due to, for example, language issues, concentration problems or other reasons. It is provided for a longer period than General Support and each pupil has an Individual Learning Plan (ILP).

The ILP includes specific learning objectives and criteria for evaluating pupil's progress and the success of the support. A pupil receiving Moderate Support is usually following the standard curriculum and assessed according to the given criteria and learning objectives for his or her class.

#### **Intensive Support**

Intensive Support is provided according to the descriptions in A and B below. In both cases support can be given in order to help the pupil develop his or her competences (subject knowledge, skills and attitudes). Support is provided in or outside the classroom and to small groups of pupils with similar needs or to individual pupils. All pupils receiving Intensive Support have an Individual Learning Plan.

A. This is given following an expert's assessment of the pupil's special individual needs and the signing of an agreement between the Director and the parents. Intensive Support is provided for pupils with special educational needs: learning, emotional, behavioural or physical needs.

The provision of Intensive Support is recommended to the Director by the Support Advisory Group. Pupils can follow a modified curriculum or syllabus and then accompany their class, as long as this can be shown to be in the interest of the pupil's social and academic development.

B. In exceptional circumstances, and on a short-term basis only, a Director may decide to provide Intensive Support for a pupil without special educational needs, for example in the form of intensive language support for a pupil who is unable to access the curriculum.

### **Students without a Language Section (SWALS)**

SWALS are pupils for whom their language section, corresponding to their mother-tongue, does not yet exist. The school offers a special support to these pupils. This support is not systematic, but will be offered on the basis of a clear and demonstrable need. In some cases, the pupil will receive support in their mother tongue; in other cases it will be preferable to provide L2 support. (see Annex 6- SWALS)

### **Absences**

Acceptance of a place at the school shall imply the right and the obligation to attend all courses of instruction listed in the curriculum during the whole school year.

Pupils must attend classes regularly and on time according to the schedule given at the beginning of the year.

Absence forms are available on our website: <http://www.eeb4.be/en/node/97>

In case of a foreseen absence, parents are requested to complete the form "Request for absence" and send it to the Deputy Head by email at least one week prior to the absence.

If your child is absent, parents are requested to inform the **class teacher** via email, preferably before 8:30. This notification is essential in order to efficiently check your child's attendance at school. **A medical certificate must be provided to the class teacher in the case of an absence of three consecutive days.**

### **Absences on personal grounds**

Article 30.3.c of the General Rules of the European Schools (2014-03-D-14-en-1) states:

- Only the Director may give a pupil permission to be absent from school.
- Except in cases of force majeure, the pupil's legal representatives must apply for such permission at least one week in advance. Applications must be made in writing, indicating the period of absence and giving reasons.
- Permission may be granted for a maximum of two days plus reasonable travelling time.
- Except in cases of force majeure, permission may not be granted for the week preceding or the week following school holiday periods or public holidays.
- In the case of the death of a close relative, a longer absence may be permitted.

Even if parents decide to go abroad during the school holidays, no pupil is permitted to leave on holiday before or after the official school holiday dates, whether it is for personal reasons, for cheaper financial reasons or in order to gain extra travelling time. **Holidays should be organised following the school holiday calendar.**

## **Facilities and events**

### **Library**

All nursery and primary teachers have a time slot in the library with their pupils during lesson time. During this time pupils may read stories, participate in activities and borrow books.

During the school year our librarian, Teresa PLANA organises thematic exhibitions in the library as well as other activities.

### **School Medical Service**

The school nurses, Sophie CARLY, Eva PUTTKAMER and Nadia LEGRAND work closely alongside our school doctor. Regular medical check-ups are organised for pupils.

The nurses can be contacted at 02/340.14.94 or by email [LIST-LAE-INFIRMARY@eursc.eu](mailto:LIST-LAE-INFIRMARY@eursc.eu)

The school psychologists, Marie-Charlotte VAN DER MERSCHE and Ana MORENO can be contacted by email : [charlotte.van\\_der\\_mersch@eursc.eu](mailto:charlotte.van_der_mersch@eursc.eu) and [ana.moreno@eursc.eu](mailto:ana.moreno@eursc.eu)

For more information on the school's medical service, please consult Annex 9.

### **School Photographer**

The school photographer comes during the month of October to take individual photos of all nursery and primary pupils, as well as class photos. More detailed information is sent to parents nearer the time.

### **Eureka!**

The parents association (APEEE) organise a lost and found room which is opened to pupils every Friday morning. The room is on the -1 level of the J Building (primary building). All lost and found items found on the school site are brought to this room. If the items are unclaimed at the end of the school year, the items are donated to a charity of the school's choice. Parents are kindly reminded to always label all clothing and personal items at school, this also helps to find any lost belongings!

For more information, please visit Eureka! Web-site: <http://www.bru4.eu/parent-initiatives/eureka> or contact them at the following email address: [eureka@bru4.eu](mailto:eureka@bru4.eu)

## Role of Parents

### **Communication with the school**

There are several communicative structures at school such as the Education Council, the School Advisory Council and the Admin Board, in which which parents participate through their representatives as well as representatives of the Parents Association.

Any clarification, doubt, questions about individual pupils must first be reviewed with the class teacher through the agenda or during a meeting with the teacher during his/ her allocated time-slot for parents (requesting an appointment is necessary).

Beyond the school structure, there is the Secretary General of the European Schools, whom parents may contact if any decision contrary to the regulations approved by the Board of Governors is maintained by the School. In addition, parent representatives of all European Schools, through Interparents, are members of the Joint Teaching Committee, the Budgetary Committee and the Board of Governors, which are the participatory bodies of the European School system.

Please consult the Communication policy on our website <http://www.eeb4.be/en/node/94>

### **Participation**

The European School Brussels IV encourages parents to participate actively in the school life of their child through numerous events during the school year.

At the beginning of the school year, the Parents' Association distributes forms for each class to elect four parent representatives. These elected parents are then responsible for providing all necessary information on school-life to the other parents of the class. Information meetings with parents are regularly organized by the school and class representatives to discuss issues such as children's progress, class events, school trips etc.

Teachers may organise various events such as theatre performances, Christmas concerts, an end-of-year event etc. to which parents are invited and may be invited to participate. This depends on each classteacher and information will be provided via the class representatives.

Parents are invited to send any questions or comments they may have to the school secretariat by e-mail.

## Parents Association - APEEE

The Parents' Association of the European School Brussels IV has the responsibility of providing some basic services to families (parents and children) of the school.

Our APEEE:

- Is responsible for transport, canteen and extracurricular activities;
- Represents the educational interests of families in decision-making bodies of the school;
- Supports any initiative that allows greater participation of parents in school life;
- Works with the school to find solutions to the problems of parents and their children.

### Contacts:

APEEE BXL IV

Drève Ste Anne, 86

1050 Laeken

Tél: 02/340.14.92 (secretariat/ accountancy/extra-curricular activities (périscolaire))

Tél : 02/ 474 10 94 (transport)

02/ 474 10 96 (transport)

02/ 474 10 97 (transport)

Fax: 02/340.14.93

Site: [www.bru4.eu](http://www.bru4.eu)

E-mails:

- Transport: [transport@bru4.eu](mailto:transport@bru4.eu)

- Cantine: [cantine@bru4.eu](mailto:cantine@bru4.eu)

- Périscolaire: [perisc@bru4.eu](mailto:perisc@bru4.eu)

## After school care (garderie)

The European Commission organises an after-school care for children aged 4 to 12 years for staff of the European Institutions. The several “garderie” sites, both on-site and in central Brussels, are open from the end of school and most days when school is closed.

Children whose parents are not European Union staff may also be enrolled, depending on availability. Their enrolment should be done through the Parents' Association.



## ANNEX 1 - FIRST WEEK OF SCHOOL

### ✓ Wednesday, 05 September 2018 : Beginning of the school year

- 7h50-8h15 Pupils go straight to their classrooms. Class lists will be displayed on the walls of the doorway. Parents of new pupils (nursery and primary) may accompany their children to class during the first school week ONLY.
- 8h15 Lessons begin. Parents are requested to provide a drink and snack for their children for the morning break.
- 12h35 End of lessons. Pupils are collected by parents/take the school bus home (if enrolled)/go to the garderie (if enrolled). There will only be lunch at the canteen for children going to the garderie.

### ✓ Thursday, 06 September 2018

- 7h50-8h15 Pupils go straight to their classrooms. Parents of new pupils (nursery and primary) may accompany their children to class.
- 8h15 Lessons begin. Parents are requested to provide a drink and snack for their children for the morning break.
- 15h05 End of lessons for Nursery & Primary pupils.  
Pupils are collected by parents/take the school bus home (if enrolled) /go to the garderie (if enrolled).
- 18h15 Meeting with the L2 teachers for P2 parents & then with the class teachers (19h15)  
Meeting with the class teachers for P3 parents and then with the L2 teachers (19h15)

### ✓ Friday, 07 September 2018

- 08h15 Pupils go straight to their classrooms. Parents of new pupils (nursery and primary) may accompany their children to class.
- 12h45 End of lessons for Nursery & P1-P2 pupils. Lunch at school and then, nursery/P1/P2 pupils are collected by parents/take the school bus to the garderie (if enrolled).
- Lunch  
Break  
15h05 For P3-4-5 pupils  
End of lessons for P3-4-5 pupils. Pupils are collected by parents/take the school bus home (if enrolled) /go to the garderie (if enrolled).
- 18h15 Meeting with the L2 teachers for P4 parents & then with the class teachers (19h15)  
Meeting with the class teachers for P5 parents and then with the L2 teachers (19h15)

## ANNEX 2 - LANGUAGES

In the European Schools a pupil can study up to five languages.

### **NURSERY CYCLE :**

**Language 1 (L1)** is taught from the admission to nursery age; L1 is the section in which the pupil is enrolled. For SWALS, Language 1 is different to the language of the section.

### **PRIMARY AND SECONDARY CYCLES:**

**L1** is taught from the first year of primary school and is the language of the section in which the pupil is enrolled. For SWALS, the language of the section is the Language 2 (L2).

**L2** is taught from the first year of primary school: the language has to be either DE (German), EN (English) or FR (French) and must be different to the pupil's Language 1.

In classes 3-5 of secondary school, the 2<sup>nd</sup> Language of the pupil 2 (DE, EN or FR) is the lingua franca for history, geography and economics.

**Language 3 (L3)** is taught from the first year of secondary school; it can be any of the official languages of the countries of the European Union not studied as L1 or L2.

**Language 4 (L4)** is taught as an option from the fourth year of secondary school; it can be any of the official languages of the countries of the European Union not studied as L1, L2 or L3.

**Language 5 (L5)** is taught as an additional course from the 6th year of secondary school.

### **OFFICIAL LANGUAGES OF THE EUROPEAN UNION:**

Bulgarian, Croatian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Italian, Irish, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovakian, Slovenian, Spanish and Swedish.

## ANNEX 3 - LEARNING A SECOND LANGUAGE

### INTRODUCTION

Since their creation, the European Schools have offered pupils the possibility of learning a second language upon entry into the primary school.

Pupils can choose from the three Working Languages of the European Union:

- English
- French
- German

For each child this will become their Second Language (LII) in the Secondary School until they obtain the European Baccalaureate. Except in 6<sup>th</sup> and 7<sup>th</sup> year where LII can be a language other than the Working languages.

#### a) Aims

These are defined as follows:

- To give the child an appreciation of the possibility and pleasure of understanding and speaking another language
- To facilitate the child's integration into the European School system and to enable him to understand the language and culture of other children
- To allow the child, when in Secondary School, to follow stipulated subject in their second language
- To develop a sensitivity towards the language in general and in various contexts
- To develop an awareness of the culture of their second language through the knowledge and experience of a mother-tongue teacher

#### b) Foreign languages at the European School

|                                |   |
|--------------------------------|---|
| 1 <sup>st</sup> year Primary   | Second language (LII) plus Irish, which is compulsory for Irish pupils<br>Third language (LIII) compulsory until S5 |
| 1 <sup>st</sup> year Secondary |   |
| 3 <sup>rd</sup> year Secondary | Teaching of human sciences (History, Geography) in LII  |
| 4 <sup>th</sup> year Secondary | Fourth language (LIV) plus History, Geography and Economics in LII  |

#### c) Learning context

The linguistic diversity of the school population (family background, professional etc,...) automatically results in children arriving at the school with varying levels of competence.

Naturally the acquisition of language is influenced from the start by the child's family situation, the school environment and, of course, by the child's particular aptitude and ability.

Thus, within each linguistic group are pupils ranging from complete beginners to those who are, in effect, orally bilingual.

This diversity creates a situation which is stimulating and which enables pupils to learn from one another.

### THE ORGANISATION AND OBJECTIVES OF TEACHING IN THE PRIMARY SCHOOL

#### a) Organisation

At each level of the primary school, children receive one lesson per day.

In the 1<sup>st</sup> year, the course commences during the third week of September. This enables the child to integrate well into his/her mother tongue class and allows time for adjustment to the primary school timetable.

Each language lesson is composed of children of different nationalities; the course is taught in another classroom. The second language teacher arranges a meeting with parents to explain the objectives and content of the syllabus and is available to meet parents individually.

Catch-up courses may be organised in the case of P3/4/5 arriving from different school systems where they have not yet learnt a second language.

#### b) Objectives and implementation

The method of teaching second language conforms to the following overall objective:

The study of the four functions of the language: listening, speaking, reading and writing, instilling an appreciation of the culture of the language as well as communication skills.

In the 1<sup>st</sup> and 2<sup>nd</sup> years, the content of the syllabus deals mainly with the acquisition of oral and aural skills and introduces the first contact with written language together with activities and games.

In the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> years the lessons, while no less active, attempt to develop oral ability and, in so far as the knowledge already gained in mother tongue allows, to build on relevant abilities in reading and writing.

## CHOICE OF LANGUAGE

The choice of second language is left to the parents.

In view of the importance attached to this choice in terms of its impact on the school life of each child, here are a few points which may help parents in coming to a decision:

It is recommended that the second language chosen in Primary School (English, French or German) should be the language which is most easily accessible.

Which means;

The second language spoken at home or the language of the host country or the language with which the pupil is likely to come into regular contact with (through family, friend, or on holiday...)

Point 1: once the second language has been chosen, it remains unchanged for the whole of the pupil's primary and secondary schooling.

Point 2: For the Social Studies course in the 3<sup>rd</sup> year Secondary; and subsequent optional courses (see 1b), it is presumed that, owing to this continuity during the primary and secondary school, the pupil will have acquired a certain level of written and oral competence.

## CONCLUSION

After more than fifty years of experience in the early teaching of a second language, the European Schools have acquired considerable expertise in the field.

Should parents require further information or help in making this important choice of second language, the Deputy Head of the Primary School and his staff is there to be of assistance.

## ANNEX 4 - STUDENTS WITHOUT A LANGUAGE SECTION (SWALS)

The European schools were set up so as not to penalise children in terms of their education on account of their parents' European commitment. Pupils are offered easy and fruitful integration into their new environment, whilst also maintaining and developing their linguistic and cultural roots, thus ensuring that they can return, or return if necessary, to their country of origin at any time.

The multilingual character of the education provided, which involves guaranteeing that each pupil has **the right to continue to learn his/her mother tongue** (in so far as it is possible to find the appropriate pedagogical resources: suitably qualified teacher, distance learning), but not the right to choose from amongst all the L1 available, is based on two fundamental principles:

- a) Mutual respect for the equal value of every language
- b) The importance attached by psycholinguistics to the learning of L1 (mother tongue or dominant language), which needs to be properly assimilated to make the child fit and intellectually mature enough to learn other languages.

In the European schools students without a language section (SWALS) are integrated into other language sections (English, French and German) and also receive daily tuition in their mother tongue. In the European school Brussels IV - SWALS pupils have a dominant language which is either Bulgarian (S3 and upwards), Croatian (all ages), Estonian (P3 and upwards) or Romanian (S2 and upwards).

SWALS pupil's dominant language is considered as his/her L1 and is compulsory. It will be provided for a minimum of 5 periods a week in the nursery and primary cycle. (In the primary SWALS pupils receive mother-tongue during the periods when their other classmates have L2).

The **language of the section** is considered as pupil's L2. Pupils are taught all the subjects in the language of the section EN, DE or FR (except for L1).

As regards SWALS, they face a dual difficulty: firstly, maintaining the standard of their mother tongue and secondly, the need to acquire more quickly as high a standard in L2 as their fellow pupils, enrolled in 'their' section. In order to facilitate the integration of SWALS pupils into their new language section, the school offers "**Language Support**" lessons during which they are helped with the language of their section (FR, EN or DE).

The language support is organized during school hours and given by Educational support or L2 teachers; the children are withdrawn from different subject classes (e.g. religion, discovery of the world etc.) and get intensive individual or a course in small groups EN, DE or FR. The class teachers also differentiate the curriculum and help the children to catch up with other classmates.

Parents of SWALS pupils are informed about the organization of Language support at the beginning of the school year.

- ❖ **The right to mother tongue teaching implies the obligation of enrolment in the mother tongue/dominant language (L1) section where it exists or the teaching of this language which is organised for SWALS in schools where such a section does not exist (Ref.3).**
- ❖ **If there is any doubt, the school can request that proof of the standard of linguistic attainment and abilities be provided or can administer language tests. In the case of erroneous information at the time of enrolment, allocation to a language section or to a SWALS group can be corrected. The director decides on admission (Ref.3).**
- ❖ **In the event of disagreement, the director shall seek, at the parents' request in particular, the expert advice of the relevant inspector(s). It is up to the director to take the final decision (Ref.3).**

## ANNEX 5 - SUPERVISION

The European school Brussels IV aims to ensure full and appropriate supervision of all pupils throughout the school day. This Supervision Policy provides guidelines to ensure pupils' safety. Supervision should be preventive in nature and measures should be taken to eliminate any situation that could threaten the pupils' safety. The safety of our pupils is of primary concern.

### **SUPERVISION BEFORE SCHOOL**

Supervision is ensured by teachers (who work on a supervision rota) starting at 07h50 every day. Nursery parents may drop their children off swiftly at the gate n°88, where the children will then be directed by the supervisors to the assembly point. Nursery Parents dropping off their pupils in the "kiss and drive" zone are accompanied by a supervisor to the common room, where they will be collected by their class teacher.

Primary Parents may drop off their children swiftly at the gate n°88, where pupils make their way directly to the playground.

Children coming by bus are directed by the supervisors and bus monitors to the playground.

### **SUPERVISION AFTER SCHOOL**

All nursery and primary children taking the bus after school are accompanied by the class teacher or an assistant.

Parents are asked to collect their children promptly at the end of the school day. Pupils waiting for their parents are supervised for **twenty minutes after the end of school** by a teacher/assistant on duty.

### **SUPERVISION DURING LESSONS**

Pupils are supervised at all times in the classroom by the class teacher (and also by the assistant in nursery classes). Should the teacher have to leave the classroom unexpectedly, another member of teaching or administrative staff will come in to supervise the pupils during the teacher's absence.

Pupils are allowed to go to the toilet without supervision.

### **SUPERVISION DURING THE SHORT BREAKS**

Teachers (and assistants in the nursery) have a supervision rota for the short breaks. Pupils are usually supervised by an appropriate number of teachers/assistants for each short break. These teachers/assistants ensure supervision until the pupils are collected by their class teacher at the end of the break.

### **SUPERVISION IN THE CANTEEN**

Nursery: Pupils are supervised by their class teacher or assistant who stay with them during the entire lunch period and then accompany them to the playground.

Primary: Pupils are supervised either by their class teacher and/or by external supervisors who come for the lunch period. The class teachers and supervisors ensure that the pupils make a swift transition from the canteen to the playground.

### **SUPERVISION DURING THE LUNCH BREAK**

Nursery: Pupils are supervised by the assistants and external supervisors who work during the lunch period. The supervisors and assistants stay with the pupils until they are collected by their class teachers at the end of the break.

Primary: Pupils are supervised by teachers and external supervisors who work during the lunch period. The supervisors and supervising teachers stay with the pupils until they are collected by their class teachers at the end of the break.

### **SUPERVISION DURING BAD WEATHER**

Nursery: The pupils are supervised by the assistants in the nursery common room.

Primary: The pupils are supervised in their classrooms by class teachers and/or external supervisors.

Supervision will be carried out in school taking into account the school values, school rules, behaviour policy, anti-bullying policy and the child protection policy. In harmony with these policies, the school will ensure the children's safety at all times during school life.

## ANNEX 6 - VALUABLES AT SCHOOL

Pupils are NOT allowed to bring personal or valuable items to school.

The school cannot take responsibility for loss, damage or theft of personal items. Pupils are responsible for their own personal property.

Any electronic devices brought to school must be kept out of sight and turned off during the school day. They may be used only before and after school outside the school premises.

Mobile phones are only tolerated at school if they are turned off and placed in the pupil's school bag. Mobile phones may be confiscated if used on the school premises and will only be returned to the pupil at the end of the school day.

The school is not responsible for broken/ lost/stolen valuables such as iPods, mobile phones, toys, etc.

Toys are not to be brought to school. These distract the pupils and the teachers during lessons and are a cause of conflict in the playground. There is also a risk of loss, theft or damage for which the school cannot be held responsible. Any toys will be confiscated by the class teacher or management, and returned at the end of the school day.

The following rules must be applied during at school:

- 1- Personal toys, hard leather balls, other types of balls, cards etc are not allowed to be brought to school.
- 2- Dangerous objects are strictly FORBIDDEN.
- 3- Certain dangerous « games » may cause serious injuries to which the pupils and its family are responsible.
- 4- Any form of " trade " is forbidden at school.
- 5- MP3's, electronic games and other objects which are not related to the pupil's schooling are forbidden.
- 6- Chewing gum is not allowed in school.

## ANNEX 7 - SCHOOL REPORT

According to the decision of the Board of Governors on 22 and 23 May 2002 to generalise the use of the school report, the assessment of pupils' learning and development in the European Schools is evaluated in terms of competences.

This is a harmonized system which has an approach based on the acquisition and application of pupils' skills and highlighting the progress already made, progress to be made, strengths and weaknesses in each subject, efforts to be made by the pupil and the strategies put in place to help the pupil.

The harmonised school report is a means of communicating pupils' results to parents and exists in all official languages of the European Union.

Our school will use the new school report created by the European Schools' pedagogical unit in the languages of our 8 existing sections. The communication system with parents involves a specific timetable, which starts in October, and appropriate reading of the results of the pupil: it has become more than simply marking the pupil, but describing the skills acquired; these results are spread over the school year.

During the **first weeks**, the school organizes an evening meeting where class teacher present the evaluation system to parents as well as the skills that will be implemented during the school year and the pedagogical strategies used in order to ensure learning.

Before the **end of November**, an individual meeting with families allows the class teacher to inform the parents orally about the pupil's behavior in school life (participation, organization, working methods) and his/her behaviour in the classroom. The introductory page provides an overview of this evaluation. It has only one commentary box to record the overall progress of the pupil. In case of any particular difficulties encountered in particular subjects, the school and the parents should seek the best ways to work together, and consider the possibility of some support at school.

**In February**, the first written report shall be communicated to parents. This report consists of a page of transversal competences, assessments conducted during the first semester as well as the specific competences for each area. An evaluation method of four options is used:

|      |   |
|------|---|
| +    | Certain competences are not acquired.                             |
| ++   | Certain competences are partially acquired.                       |
| +++  | The competences are sufficiently acquired                         |
| ++++ | The competences are acquired and used independently by the pupil. |

This system of evaluation highlights the current situation of the pupil. The school does not merely respond to the global question of "has the child worked well?" or "is the pupil good at maths?", but rather gives a detailed description of the competences already acquired and being used in the current school work. This implies that the teacher provides a detailed observation of the pupil's behavior and progress.

The number of "+" indicates the degree of assimilation in the areas covered by the subjects of the applicable level of schooling. The pupil's strengths and weaknesses in each subject and the efforts required to progress are highlighted in the comments.

The white boxes add, if necessary, personal advice and recommendations regarding effort, needs, attitudes, working methods.

Areas where there is no "+" refers to skills that have not yet been covered or have been partially covered in class.

**During the second semester**, new learning methodologies are covered in order to:

- Use different skills which were not evaluated in February (no cross);
- Rework some skills already evaluated to allow all pupils to progress.



Parents may at this point request a personal appointment to speak with the teacher(s) concerned in order to develop support mechanisms.

It is possible that some areas are not followed by a "+". This means that they have not yet been sufficiently covered in the first semester and they will be evaluated at the end of the year.

**In April**, if there is even a slight risk that the pupil may repeat the year, parents will receive an official letter from the school management. This allows a sufficient timeframe to try to help the child in his schooling and avoid a “redoubling”.

**At the end of the school year**, all pedagogical areas are reviewed in order to show progressions made, and to point out any possible regressions.

| 1st semester | 2 <sup>nd</sup> semester |   |
|--------------|--------------------------|---|
| ++           | ++                       | Same evaluation as in February.           |
| ++           | +++                      | Progression has been made since February. |
| ++           | +                        | There is a regression since February.     |

On the basis of this synthesis, the Class Council will decide on the promotion to the next class or a possible redoubling.

In the spirit of a formative evaluation, this report is not intended to judge the pupil based purely on his/her results but rather through an assimilation of all his/her skills in order to continue his/her schooling harmoniously.

During the year, parents have the opportunity to request an appointment with the classroom teacher or another teacher for their opinion and advice.

## ANNEX 8 - SCHOOL TRIPS AND OUTINGS

Our school trips and outings policy is based on the following document: **2002-D-54** "Guidelines for school outings and trips organized by the nursery and primary departments of the European Schools".

### OBJECTIVES:

- ❖ **Outing** - 1 day school's educational trip;
- ❖ **Trip** - from 2 to 5 days school's educational trip

School outings and trips have specific educational, didactic and social value. They are school activities. They have a clear connection with the social, pedagogical and/or didactic objectives of teaching / curriculum and are prepared and followed up in classroom activities. Very often they are European in nature and are organized across the different language sections in a school.

The number of outings as a whole could take up a maximum of:

- 10 school days in the nursery classes and in primary years 1 and 2
- 20 school days in primary years 3, 4 and 5.

### RESPONSIBILITY FOR SCHOOL TRIPS

- **The directorate** approves the trip, ensures compliance with the pedagogical objectives and checks to its satisfaction that the general arrangements and the financing offer all the necessary guarantees.
- The **coordinator** designated for each school trip is responsible for the preparations and during the actual trip.
- **The teacher** uses project pedagogy, supervises the group for which he/she has responsibility and undertakes to follow the procedures laid down by the School.
- **Parents** are required to inform the School prior to departure of any health problems which their child may have (Annex 3 - the Medical form).

The parents give their agreement in writing to

- their child's going on the trip.
- paying the costs of the trip.
- acceptance by their child of the rules laid down by the school.
- medical treatment.
- medical intervention in an emergency.

### PUPILS' PARTICIPATION

- School trips and outings are compulsory. In special circumstances and for duly substantiated reasons this obligation may be waived.
- Pupils who are given special permission not to go on a school trip are expected to attend lessons in other classes.
- Exclusion from participation is possible in the event of medical risk in the school doctor's opinion. Should a pupil's behaviour be problematic to the extent that it endangers fellow pupils or the child himself/herself, the Directorate may exclude the pupil. His/Her parents or legal guardians will be informed of this decision in good time.

### INFORMATION TO PARENTS

The parents should be informed beforehand either by class teacher, trips coordinator or the deputy head.

### DOCUMENTS

Parents need to fill in a **consent form** allowing their children to participate in the school residential trip, visit or short outing. See a form at the end of this document (Annex 1)

### DISCIPLINE

School rules apply during the school trips and outings. The school expects all the pupils to behave properly and to give a good image of the school. The pupils must follow at any time all the indications of the supervising teachers. Not complying with the school rules or the supervising teachers' indications may result in exclusion from further trips or in the participant being sent home (parents are informed

beforehand and come to take the child). Pupils going to the residential trips have to sign the code of conduct for the trips (Annex 2).

### **SUPERVISING TEACHERS**

The minimum ratio teacher / pupils must be 1 for every 10 pupils. In every visit there must be a designated group leader - coordinator. Supervising teachers should know the group of pupils well which they are accompanying.

### **SUPERVISION**

Supervision will be ensured by the teachers and accompanying adults at all times.

General guidelines for good practice:

- have a reasonable prior knowledge of the pupils including any special educational needs, medical needs or disabilities;
- carry a list of all group members; regularly check that the entire group is present;
- explain to pupils what to do in the rare case of losing the group
- be contactable at all times (phone/pager etc)
- be competent to control the group, ensuring the pupils show good behaviour following the school rules and conditions of participation;
- have appropriate access to First Aid;

### **SUPERVISION - TRAVEL**

Supervising teachers shall ensure that:

- pupils wear seat belts (and other security elements, i.e helmets when riding a bike);
- evacuation procedures are clearly understood by everyone, luggage is securely stored and emergency exits are kept clear;
- there are adequate rest stops;

### **SUPERVISION - NIGHT TIME**

On school trips involving overnight stays, supervising teachers shall ensure that:

- teachers have sleeping accommodation on the same floor immediately adjacent to the pupils' accommodation;
- there is a teacher present or close by to wherever the pupils are;
- where pupils' doors are locked, teachers have immediate access, as necessary, to a master key;
- pupils are aware of the emergency procedures / escape routes in the event of a fire. Where windows and doors are locked against intrusion at night, ensure that alternative escape routes are known and that all fire doors function properly.

### **ACCIDENTS:**

In the event of an accident:

- the coordinator informs the School and the family as quickly as possible.
- if the pupil has to return home, the coordinator makes necessary arrangements.

Medical expenses resulting from an accident will normally be reimbursed by the relevant Health Services (Sickness insurance of parents, accompanying adults and teachers - School insurance).

In case of an accident in Belgium, pupils and teachers are covered by the school's insurance. Even though pupils are covered by our insurance contracts when participating in a school trip, it is convenient that they bring along their own insurance documents (European Health Insurance Card, SIS card, etc.)

**PAYMENT:** More information about payment will be sent to parents.

## ANNEX 9 - SCHOOL MEDICAL SERVICE

Tel: 02/340.14.94

### INFIRMARY

The role of the school infirmary is to provide first aid in the case of any accident or serious illness which may occur during the school day. The school nurse will administer first aid then, if necessary, will telephone the parents and, where necessary, phone for an ambulance to take the pupil to the Accident and Emergency Department at the hospital.

It is not the school infirmary's duty to administer, in place of the parents, a course of treatment already prescribed for a child. In case of illness pupil need to remain at home. Pupils attending the school follow the normal timetable. To enable the nurse to devote the necessary time to any pupil who may arrive in distress or who needs immediate attention, parents are asked, in conjunction with their doctor, to cope themselves with minor, everyday ailments such as sore-throats, mouth-ulcers, rashes, verrucas, cuts or sprains which occur outside of school.

### MEDICAL SERVICE

As part of the school medical service, some pupils will receive a medical examination during this school year. Parents will be informed by letter when these medical examinations will take place.

The object of these medical examinations is to ascertain the general health and overall maturity of the pupil, to keep the parents informed of the results and, where necessary, to suggest ways in which to help the child to better adapt, not only to school but also at home and in terms of social adjustment.

The service which the medical service offers is purely preventative: obtaining good working conditions (school buildings), early detection of physical handicap etc. The school medical service is not primarily there to deal with a child with a high temperature or with accidents.

**For obvious safety reasons, all parents are kindly asked to return the yellow Medical Questionnaire, duly completed, prior to their child's first day at school. Thank you!**

If your child suffers from a chronic or seasonal illness requiring daily medicine or treatment, could you please inform the school doctor, in writing, giving details of the illness and the medicine or treatment required, whether the child can administer this himself/herself and the treatment to be given in case of urgency.

### REMINDER OF THE ARRANGEMENTS IN THE CASE OF A CHILD HAVING AN ACCIDENT AT SCHOOL

The school medical service will transport children to hospital only if they have a serious accident which warrants emergency hospital treatment.

The school does not have the means to take children to hospital every time treatment is necessary (for example: for stitches, x-rays or a plaster, etc...).

This is why, in the majority of cases, the school medical service, in keeping with instructions given by the direction of the school and in accordance with the school administrative boards, informs parents\* if their child has an accident and asks them to come to school to take their child to the

hospital of their choice. This also allows parents the chance to communicate to the medical authorities all relevant information concerning allergies or adverse reactions to certain serums.

In these instances, the medical service gives the family an accident declaration form. This declaration should be returned to the school secretariat within 48 hours, together with the medical certificate completed by the hospital or doctor indicating the diagnosis and any necessary medical intervention. The school can then declare the accident to the school insurance company.

It goes without saying that should the school be unable to contact parents, the necessary arrangements will be made to transport the child to hospital for treatment.

In agreement with the school administrative boards, we ask for parents' cooperation at all times in their interests of their children and to facilitate the work of the school medical service.

\*Please inform the school secretariat of any change of e-mail address, home or work telephone number together with the appropriate extension. Thank you for ensuring that all contact details are up to date in the school agenda!

## ANNEX 10 - SCHOOL INSURANCE

### Reminder of the provisions of Article 34 of the General Rules of the European Schools

"The school takes out a collective insurance policy to cover the parents' or guardians' civil liability in all cases where action could be taken against them as a result of an accident caused by their child(ren) to other pupils or to third parties."

"This insurance policy will also cover reimbursement to pupils who are victims of accidents, or to their legal representatives, of expenses (medical treatment, hospitalisation ...) resulting from such accident in addition to payment of a lump sum compensation under the terms of the policy which can be inspected in the school office."

"As party to the cover shown above, the head of family is responsible for 85% of the premium level under the insurance policy."

"The insurance referred to in this paragraph is limited to personal accidents on school premises or on the way to and from school.

Extra-curricular activities organised by the school in liaison with the Parents' Association are also covered by the insurance policy.

Under certain conditions, Ethias will reimburse damage sustained to pupils' spectacles worn at the time of an accident as follows: frames - up to 25,00 € plus total cost of the lenses.

The parents' share of the premium amounts to 6,20 € per annum per child enrolled at the school, this sum to be paid to the school.

**IMPORTANT!! Parents are reminded that, in the event of their child sustaining an accident at school, they must make photocopies of all relevant bills and receipts. These copies must be attached to the detailed account from the mutuelle or the caisse maladie in order to obtain the reimbursement.**

The school is not responsible for any valuables or personal belongings brought to school by pupils, nor for bicycles, scooters and motorcycles, even though a parking space is provided for them by the school. The school is not insured against theft.

Parents are asked to mark children's clothing to avoid lengthy investigation when unmarked clothing is handed in.