



## FAQ's Secondary

### 1. Education

#### 1.1 Recruitment of locally recruited teachers

The recruitment of locally recruited teachers is carried out in accordance with the Service Regulations for the locally recruited teachers in the ES, <https://www.eursc.eu/BasicTexts/2016-05-D-11-en-2.pdf> and Memorandum 2016-06-M-2/KK, Implementation of the service regulations of the locally recruited teachers, <https://www.eursc.eu/BasicTexts/2016-06-M-2-en.pdf>.

In February / March of each year it usually becomes clear if all posts required for next academic year will be filled by seconded teachers or if a vacancy for a locally recruited teacher arises. Unexpected vacancies (for illness etc.) can arise at any moment, but require the same procedure, with exception for locally recruited teachers already hired, who can receive an extension of their contract for replacement. When such a vacancy arises, in accordance with the policy of the ES, the job is published on the website of the School, the European Schools and in national or international media at least two weeks before the post needs to be fulfilled. This is usually done in April.

When the post is published a selection committee is formed, consisting of the Direction (Director + Deputy), a subject coordinator/teacher, a native speaker (these last two are often combined). Before inviting candidates to a job interview their qualifications and relevant supporting documents of the candidates are verified, where possible with the help of a national inspector. Feedback is asked from previous posts before the chosen candidate is appointed. The members of the selection committee must unanimously agree about the best candidate before the decision to hire is taken. In case of doubt the procedure starts again.

Teachers whose period of secondment has finished and who have an excellent track record are most welcome to apply when "their" post is published. They are subject to the regular procedure as described above.

Non-native speakers can be hired for Scientific subjects, L2, not for L1 and preferably not for philosophy. Native speakers in the selection committee test the level of their linguistic competence.

New teachers, seconded or locally recruited, usually do not get assigned classes in the BAC cycle, unless there is no alternative. Change of teachers within a subcycle is avoided where possible.

All new teachers receive a specially appointed mentor and support from a project group of experienced teachers. They receive an internal “guide for new teachers” in order to find their way in the system and the school. When necessary the school arranges language support and offers also a basic course in Italian.

## **1.2. Quality control teachers**

Quality control of seconded teachers is carried out in accordance with the Regulations for Members of the seconded staff, <https://www.eurasc.eu/BasicTexts/2011-04-D-14-en-7.pdf>. In their second (and after renewal of the contract also in the fifth) year of secondment an evaluation report shall be drawn up by both the national Inspector and the Director. In the event of disagreement, the national Inspector's report prevails.

Rules and regulations for the Quality control of locally recruited teachers are relatively new (2016) and are carried out in our school again in accordance with Regulations for the locally recruited teachers in the ES, <https://www.eurasc.eu/BasicTexts/2016-05-D-11-en-2.pdf> and Memorandum 2016-06-M-2/KK, Implementation of the service regulations of the locally recruited teachers, <https://www.eurasc.eu/BasicTexts/2016-06-M-2-en.pdf>.

According to these regulations locally recruited teachers are evaluated during their probationary period (two years) and at the end of the second two years fixed term contract in case a contract for an indefinite period of time is envisaged. This evaluation is carried out by the Director or the Deputy. They may and will consult a national inspector whenever possible, but this is not compulsory.

The evaluation at the end of the second fixed term contract and the statutory evaluation every four years for locally recruited teachers with a contract for an indefinite period, will be carried by the Director and a national inspector. The Director will consult a national inspector in order to carry out the evaluation. In these cases the inspector does not necessarily have to have the nationality of the recruited teacher who is going to be evaluated. In the event of disagreement between the Director and the Inspector, the Director's judgment prevails.

In order to teach certain subjects (ICT, ethics, Film Studies, Theatre studies) teachers must have the required qualifications based on specialized education or on previously acquired competences / experience.

## **1.3. Teaching methods**

We always advise parents to speak directly with the teacher if they would like more information about their teaching and marking methods and/or about the progress of their children. The teachers have fixed a weekly period to meet with parents, which you can find on the website, see “teachers availability”, <http://www.eurascva.eu/secondaria-eng/contatti-scuolaeuropea.php?id=8>

The procedure for complaints is to speak with the person involved directly and if the problem is not solved, inform the person about it and go and speak with the next in line. For example: speak with the teacher, when not satisfied inform him/her that you'll speak with the head of the cycle. When not satisfied speak inform her that you'll speak with the Director.

## 1.4. Syllabi + programs

In 2015 the Board of Governors approved document (2015-01-D-18-en-3) “Harmonisation in the Baccalaureate cycle”, which came into force from the 2016 Baccalaureate session, with the consequence that the prebac exams in January 2016 were also harmonized for the first time.

Every school year teachers prepare a clear and transferable record of forward planning for each subject they are teaching. For harmonisation’s sake, S7 forward planning documents are agreed upon and prepared jointly by all teachers teaching the same subject in a same school. This task is coordinated by the subject coordinators. Over the last three years this practice has also been extended to years s6 and s5 and other year levels. The school has adopted a uniform forward planning template, which is used by all teachers.

Little by little subject departments are submitting common and jointly prepared forward planning documents not only for S7. However, until now only the S5 second semester exams and the S7 prebac have been formally harmonised.

The forward planning documents are shared on O365, accessible by all teachers and upon request by inspectors for quality control.

Further information on Harmonisation can be found for example in the following link

<https://www.eurasc.eu/BasicTexts/2015-05-D-12-en-10.pdf>

Music, Art, Physical Education are taught according to established and approved syllabi. ICT is a point of attention. The syllabus dates from before the turn of the century, which in the past allowed (too) much freedom to teachers. With the help of the coordinator a common program has been prepared from 2017 – 2018, program which all teachers follow and for which they received an in-house training. The group submitted a common forward planning to the Management.

According to document 2013-08-D-11-en-1 the basis proficiency level for L3 is B1+ and a L3 advanced course does not exist. See the following links: <https://www.eurasc.eu/en/European-Schools/studies/studies-organisation> and (<https://www.eurasc.eu/BasicTexts/2013-08-D-11-en-1.pdf>). Should a C1 level be necessary for university applications, students can request a change of L2 in the course of S5. These requests are treated in accordance with document 2011-01-D-33-en-9, Revision of the Decisions of the Board of Governors concerning the organisation of studies and courses in the European Schools <https://www.eurasc.eu/BasicTexts/2011-01-D-33-en-9.pdf>

## 1.5. Exams, marking

In years 1-3 important tests are planned according to the test calendar, which is also published on the website of the school; the same counts for (B) tests and exams for years 4-6 and the Prebac exams for S7, <http://www.eurascva.eu/secondaria-eng/documenti-scuolaeuropea.php?id=11>

Smaller formative tests or interrogations are not included in this calendar.

Given the large number of choices / subjects it is unavoidable to plan some exams on the same day, for the preBAC as well as the BAC. However, the school and the central office make an effort to have a very limited group of students affected by this planning.

For more information about the BAC exams, BAC past exams and past preBAC exams, please consult the following links:

<http://www.eurscva.eu/secondaria-ita/documenti-scuolaeuropea.php?id=15>

<https://eursc.sharepoint.com/sites/bacpastexams/PastExams/Forms/AllItems.aspx?web=1>

Assessment of students in Secondary is laid down in article 59 of the General Rules,  
<https://www.eursc.eu/BasicTexts/2014-03-D-14-en-5.pdf>

In years 1-3 pupils have only one mark on their term and semester report. In years 4-7 the difference is made between A and B marks. The A mark is the reflection of **all** the observations and of the pupil's overall performance, both written and oral, not taken into account in the B mark for the subject in question. The B mark corresponds to the average score of B tests or the examination in each semester as described by the general rules and the BAC arrangements.

Harmonisation of B-tests in all years and of A-marks is one of the elements the project group Assessment is working on. It is also part of the harmonized forward planning.

The introduction of the New Marking Scale will be an opportunity to develop this further. A working group of inspectors prepared guidelines for the training of teachers. The planning for the introduction is as follows:

<b>School Year</b>	<b>Year Group</b>
2018-2019	S1-S5
2019-2020	S6
2020 -2021	S7

Grades or marks?

S1- S3: grades only

S4-S6: whole and half-numerical marks

S7: decimal numerical marks

The grades and marks will be according to the following scale

MARKING SCALE EUROPEAN SCHOOLS			
Definitions	Grades	Marks	Performance
Excellent though not flawless performance entirely corresponding to the competences required.	A	9.0-10	Excellent
Very good performance almost entirely corresponding to the competences required.	B	8.0-8.9	Very good
Good performance corresponding overall to the competences required.	C	7.0-7.9	Good
Satisfactory performance corresponding to the competences required.	D	6.0-6.9	Satisfactory
Performance corresponding to the minimum of the competences required.	E	5.0-5.9	Sufficient
Weak performance almost entirely failing to meet the competences required.	F	3.0-4.9	Failed (Weak)
Very weak performance entirely failing to meet the competences required.	FX	0-2.9	Failed (Very weak)

## 1.6. Pedagogy and support

In secondary class teachers and educational advisers are important points of reference for the students. According to article 27 of the General Rules of the ES Principal educational advisers and educational advisers shall assist the Director, the Deputy Directors and the secondary cycle teachers. Their educational and administrative duties shall involve in particular: - supervision of pupils - maintenance of order and discipline - monitoring of pupils - administrative assistance connected with pupils' schooling. Their job involves contacts with parents, teachers, the (deputy) director, school psychologist and school administration. They also monitor pupils during study periods. The advisers work in a team, led by a principal educational adviser. Two educational advisers are responsible for classes S1 – S3 and have their office in the Erasmus Building, next to the study room. One of them is also responsible for the P5 → S1 transition project. One adviser is responsible for classes S4 and S5, including exchange activities and the year 5 stage. One is responsible for year 6 and 7. The educational advisers do alternate in being present in the study room, but their other tasks do not allow them to help pupils with their homework or exam preparation. This kind of support is being tackled within the support network, see below.

Class teachers have also an important role for the students. They closely follow the progress and wellbeing of the students they are mentoring, participate in meetings with parents in cases of concern, prepare class councils.

The website of the secondary school offers a lot of information about the secondary curriculum. On the homepage you'll find a document describing the most important changes occurring in each subcycle, a profile of an S1 pupil upon entry in secondary and a students' handbook, which is updated every year, <http://www.eurscva.eu/secondaria-eng/>

While maintaining high standards the school is also devoted to supporting and helping pupils who need additional assistance in order to provide the best results they are able to.

The school has developed guidelines for pupils with learning problems, in line with the ES support policy, which aims at having pupils with different abilities having the help and support they need. The guidelines are published on the school's website and have been explained last year during a conference organised in collaboration with AGSEV.

Documents describing the Support procedure and anti-bullying protocol can be found on the pedagogy page of the school's website, <http://www.eurscva.eu/secondaria-eng/programma-scolastico.php?id=11> and <http://www.eurscva.eu/secondaria-eng/programma-scolastico.php?id=12>

ES support policy does not allow for the same tools and resources as some national systems do. For more information about the ES policy: <https://www.eursc.eu/en/European-Schools/studies-certificates/educational-support>

From academic year 2015 – 2016 onward a lot of work has been done to intensify support and safeguard a positive pedagogical climate. Various projects were initiated and set up: Centro d'ascolto, enriched language support for SWALS EN in S1 and S2, Peer to Peer Education, Transition P5 → S1.

As part of the aim of establishing and maintaining a positive and respectful school climate the "Peer Education" project started in September 2016, aiming at involving senior students in helping junior ones. The Project focuses on the social-emotional wellbeing of students and the main objective of the project is that students learn to deal with issues like bullying, conflict handling, respect for differences, etc. The project is now in its second year. First phase of the project was a "train the trainer" program for the team of teachers. The program was developed by external experts, under supervision of the school's psychologist, After forming and training the teachers-coaches in 2016 – 2017, a group of S5 students has been selected, to be trained in the second semester of 2017 – 2018 and become Peer Educators from 2018 – 2019. The students who will be selected and trained to become mentors will fulfill their role always under the guidance of the Peer Education teachers' team, supervised by the School Psychologist. For more information : [http://www.eurscva.eu/secondaria\\_admin/documenti/docprogramma/Progetto%20PeerEdu%20per%20sito.pdf](http://www.eurscva.eu/secondaria_admin/documenti/docprogramma/Progetto%20PeerEdu%20per%20sito.pdf).

In the field of transition P5→ S1 a working group of P5 and S1 teachers inventoried issues and elaborated a project plan, including a pupil's profile upon entry in S1 (see homepage secondary). This profile serves as basis for a study skills support training for S1 pupils, that will be put in place from January 2018.

Some transition activities for future S1 students are changed and some added to the transition program, like P5 pupils having some lessons in secondary before the summer break and organizing a quest through secondary school in the first week of September for newly arrived S1 pupils.

From September 2017 a new whole school “support network coordinator” role was created, aiming at harmonizing procedures and support activities between N/P/S and coordinating support projects that had already been initiated. To this effect from 1 January 2018 a “Centro Didattico” will be set up, from where all support projects will be coordinated.

Amongst new support projects that are being set up can be mentioned: maths clinics during lunch time, Learning to Learn for S1 pupils, L3 IT for beginners, Peer Support (students mentoring students with their studies), Social Skills and Exam Preparation. These activities will help students to perform even better and will contribute to a more efficient use of the study periods.

## 2. School Organisation

### 2.1 organisation of courses

Courses are organised in accordance with document 2011-01-D-33-en-9, Decisions of the Board of Governors concerning the organisation of studies and courses in the European Schools, <https://www.eursec.eu/BasicTexts/2011-01-D-33-en-9.pdf>. This document gives guidelines for minimum class, group and option sizes, for the grouping of courses. If the minimum number of seven pupils is not reached (anymore). The document states that pupils from consecutive classes/groups in a language section, or parallel groups/classes in different language sections, should be grouped, where timetable and pedagogical constraints so permit. The measure also extends to L1 SWALS courses, in which case also pedagogical motives prevail: to develop communicative skills in the mother tongue it is not advisable pupils are without peers in the class room and only with a teacher on a one-to-one basis.

The document also states that if a compulsory course (e.g.: L1, L2, Mathematics, etc.) or an option (e.g.: Economics, Art, etc.) in the secondary cycle is created for fewer than seven pupils (five pupils in years 6 and 7) and no grouping is possible, the periods allocated to the course shall be reduced in accordance with the following table:

Number of periods/week	Number of periods to be organized
6	4
5	4
4	3
3	2
2	2*

\* From secondary years 1 to 3, Religion and non-confessional Ethics periods should be reduced from two to one.

Normally the school management, for pedagogical reasons, does not envisage a change of teacher within a subcycle and will avoid when and where possible a teacher who is new to the system to teach in an S7 class. However, this is sometimes unavoidable when teachers leave because their secondment has ended or when they are granted a transfer. In exceptional cases these kind of changes create a problem, normally new teachers integrate quickly and students get accustomed to their working methods.

Should catch-up/support lessons be necessary due to a change of teacher, the school will try and organize them.

Distance learning with a qualified and experienced teacher in the system is a possibility for small groups.

According to the General Rules the whole working week can be used for lessons. However our school thinks it important for pupils not only to dedicate them to their study, but also to have time for relaxation, sports, social activities out of school. Especially since many pupils come by bus and have quite a lot of commuting time, we think that all the students should have at least one free afternoon, which is planned on Wednesday. The younger pupils of S1-S3, who don't have Latin, have also a free afternoon on Friday afternoon. In this way we also managed to reduce their number of studio periods during the week.

## 2.2. Material

Teachers from the different language sections use national materials to teach their subject. These materials are based on national programmes. As the ES syllabi are not in all respects equal to the national programmes, in some cases no books are available or books cannot be used completely. Some books are prescribed at the beginning of a cycle and will be used in the following year. The book lists are prepared by subject and section coordinators. They are aware that books that figure on the list should indeed be used. It would be helpful for the management to know which books for which subjects have not been used during a school year, so it can be discussed with the teachers / coordinators.

Several projects in various ES try out the use of tablets. Our school has a pilot with tablets in the FR section and in the library. In the future extension of similar projects can be expected.

In June 2015 a group of experts decided on the ***TI-Nspire CX CAS calculator*** as the technological tool to be used in all European schools. It is an expensive tool, but compulsory prescribed by the Central Office.

## 2.3. Choices + career guidance

One of the attractive aspects of the ES curriculum is that a wide range of choices and combinations are offered to the students. For more information on the curriculum and possible choices for different year groups / subcycles please consult the documents placed on the website under the following links:

<http://www.eurscva.eu/secondaria-eng/programma-scolastico.php?id=1>

<http://www.eurscva.eu/secondaria-eng/documenti-scuolaeuropea.php?id=7>

As the documents show, there is a wide range of possibilities, but some subjects / combinations / choices are not foreseen or allowed in the ES programmes.

For example:

- Doing 6 periods MATH in the 4 periods MATH course
- Pupils who choose Latin cannot choose ICT (S3)



- An L3 course in 2 periods for S6 and S7 students who cannot choose L3 because they choose the maximum of scientific subjects.

To advise pupils and their parents about the choices the school has career advisers for all language sections. The coordinator for the Anglophone section has also the role of UCAS coordinator and collaborates closely with a team of tutors. These tutors divide the UCAS dossiers amongst themselves in order to have a more or less equal workload. The students therefore are appointed a tutor, but can change amongst each other if they feel they prefer someone else. The predicted marks are collected (not established) by the tutors (who consult the students' former school reports and their actual teachers) and the students are informed about them. All teachers of the student concerned are involved in establishing the average predicted mark.

The choice procedure for the future S4 and S6 is as follows.

After the Christmas holidays an informative meeting takes place for parents and students of the future S4 and S6. During this meeting career guidance specialists from all sections explain and prepare them for the future choices. Coordinators for complementary and optional subjects are present in case of questions about their subjects, the content of which is published on the website (<http://www.eurscva.eu/secondaria-eng/documenti-scuolaeuropea.php?id=7>). After this informative meeting an announcement is sent to parents about the choices to make and the deadline. Information about the cycle S4-S5 can be found on the following link: [http://www.eurscva.eu/secondaria\\_admin/documenti/docdocumenti/scelte\\_future4e\\_it.pdf](http://www.eurscva.eu/secondaria_admin/documenti/docdocumenti/scelte_future4e_it.pdf)

The choices made in S5 are of course very important, because they involve the students results at the BAC and the possibilities for future studies. We therefore adopted a procedure which gives as much freedom of choices as possible for the students.

The first step of the procedure is that all the students choose freely the subjects they would like to follow. The school then checks if the choices are in accordance with the rules about the organisation of courses as laid down in document 2011-01-D-33-en-9, Decisions of the Board of Governors concerning the organisation of studies and courses in the European Schools, <https://www.eursc.eu/BasicTexts/2011-01-D-33-en-9.pdf> (see also 2.1. organisation of courses).

After the evaluation of these choices in a second step the school establishes a matrix of the possible combinations in order to find the best matrix for this school year. Best matrix means that it fits best to the choices of all the students. A matrix is needed because the school disposes of 37 periods per week in which the chosen subjects should fit.

The consequence is that not all combinations are every year possible, they always depend on the "best matrix" of that school year. So for example if there are enough students for a course AND it fits in the year group's matrix, the school will offer it (for example: ICT). Other example: the choice of scientific subjects AND L3 is sometimes possible and sometimes not; the last few years there were the following blocks in combination with L3:

- 2015/16: L3 / Biology 4
- 2016/17: L3 / Geography 4 / L2 advanced / Mathematics advanced
- 2017/18: L3 / History 4 / Mathematics advanced

When individual choices clash with the matrix, educational advisers speak with all pupils and look with them at alternatives. In 99% of the cases these are found. In some exceptional cases, in order to allow students to attain a program fitting their competencies and have a complete time-table, a derogation to the 5-7 students' rule is made. Normally this solves all problems.

You can find further information for the cycle S6-S7 on the homepage of our school:

[http://www.eurscva.eu/secondaria\\_admin/documenti/docdocumenti/informazioni\\_scelte\\_6o-7oanno\\_it\\_2015.pdf](http://www.eurscva.eu/secondaria_admin/documenti/docdocumenti/informazioni_scelte_6o-7oanno_it_2015.pdf)

Apart from helping students with making their choices for S4-5 and S6-7, the career advisers also inform S6 and S7 students about university orientation days or invite career advisers from the home countries to explain the national systems (Germany, Spain).

In 2017 – 2018, with the support of AGSEV, two university fairs were organised for S6 and S7 students. The events will be evaluated and where possible continued.

## **2.4. Miscellaneous school organisation**

### **Opening hours library**

The library is open daily from 8.10 – 12.50 and 13.45 – 16.45, Wednesday 8.10 – 13.10. Pupils can go there before the start of the lessons and in the small break.

### **School trips: choice and costs**

During Secondary school there are some school trips which take a few days and several day trips/outings to museums and exhibitions, field trips for sciences and geography (part of the curriculum) etc.:

S3: class trip (5 days) in May (mandatory, team building, part of the pedagogical program)

S5: visit to Cracovia-Auschwitz (not mandatory, students have to apply with motivation and have to participate in preparatory workshops). Students who do not participate go to school regularly.

S6: 5 days' excursion, partly educational, partly pedagogical (team building etc.). Not mandatory, students who do not participate go to school regularly.

S1 – S6: yearly Music trip for selected group of students (who participate in musical activities); most of the time it's a visit to one of the other ES

S1 – S6: selected group of students participating in Eurosport and / or the Science Symposium (every two years).

Parents are informed about the organisation and content of the school trips via written correspondence well before the trips take place. For most trips an informative meeting with the organising team takes place as well. In the written correspondence parents' are asked for details about their children's medical situation. The school insurance covers accidents. The accompanying teachers have phone numbers of parents and pupils.

Proposals for school trips are made by the organising teachers. The maximum costs of 4-5 days' trips has been establish in consultation with the Education Council in which parents are represented.

### **Organisation of last 1-2 weeks of school**

In the last 1-2 weeks of schools, when tests and exams are done and teachers are busy with marking them, preparing school reports, class councils etc., it becomes difficult for them to keep students enthusiastic, motivated and engaged. We experimented with outings and other activities, but concluded these activities should be more structured. A group of teachers is working on this purpose.

### **Lockers and heavy school bags**

In the beginning of the school year some S1 pupils tend to carry around all their books in heavy bags, which is obviously not healthy. They still have to learn to “organize” their materials and use their lockers for books they do not immediately need, in order to avoid carrying indeed heavy bags.

Usually by the November break they have got used to the system.

## **3. Safety and security**

### **3.1. School rules + discipline**

A safe and secure environment and a safe pedagogical and working climate are essential for the student’s growth. School rules and the respect for them are indispensable. The internal school rules can be found on the website of the school. Matters of discipline are dealt with according to these internal school rules, the anti-bullying protocol and in accordance with articles 40-44 of the General Rules, see the following links:

<http://www.eurscva.eu/secondaria-eng/documenti-scuola europea.php?id=8>.

[http://www.eurscva.eu/secondaria\\_admin/documenti/docprogramma/antibullying%20protocol\\_01.pdf](http://www.eurscva.eu/secondaria_admin/documenti/docprogramma/antibullying%20protocol_01.pdf)

<https://www.eursc.eu/BasicTexts/2014-03-D-14-en-5.pdf>

Infringement of the rules is punished, by preference with measures closely connected to the misdemeanour. The disciplinary measures will become more severe in proportion to the deed. Appearance before the discipline council (and its subsequent measures) is an ultimate step.

Parents of the involved children are always informed, letters of discipline are included in the school files and can be part of next disciplinary measures.

Incidents of bullying, theft and others are always investigated carefully. Unfortunately not in all cases a “culprit” can be found. This is frustrating for (almost) everybody concerned.

A safe and correct use of social media is discussed in ICT and ethics / religion lessons in the lower classes. The school rules are clear about the use of cell phones (not allowed during lessons). In exceptional cases, only when the teacher gives permission, the use of cell phones is allowed during a lesson, for educational-pedagogical reasons (for example ICT, Art).

### **3.2. information about abuse of alcohol, drugs, cyberbullying etc.**

Every year the school organises informative meetings in collaboration with the Carabinieri. They meet separately with S1 and S4 pupils to speak about Cyberbullying, the abuse of alcohol and drugs and their legal consequences.

### **3.3. accidents and medical service**

The school as a medical service available, in which a doctor is regularly present. The nurses in the infirmary are qualified and experienced professionals. Information about its duties, about procedure and insurance in case of accidents, can be found on the website.

<http://www.eurscva.eu/scuolaeuropea-eng/servizi-scolastici.php?id=11>

### **3.4. Traffic situation Via Montello – Via Mameli**

The school management is continuously in contact with the Mayor and the Municipal Council about measures aimed at improving the traffic situation in Via Montello and Via Mameli during the rush hours.

The management trusts a decision will be taken soon contributing to improving the situation. However, we advise parents not to park their cars along Via Montello, because it blocks the public bus H and creates traffic jams and dangerous situations. Parents are requested to park at the square near Via Romans sur l'Isère and then walk to the school.

## **4. Communication**

### **4.1. SMS**

The use of the SMS system by teachers is a gradual progress. We have started with inserting absences / presences. During Academic year 2015 – 2016 there was a pilot to have all S4 B marks (= tests programmed according to the test calendar published on the website) inserted in SMS. From school year 2016 – 2017 this has been rolled out to all classes, in agreement with the teachers. From September 2017 all teachers have to insert absences / presences and all B-marks (and tests that figure on the test calendar) in SMS.

A next step will be to insert also homework. Some teachers do this already. Every step in the process is taken in agreement with the teachers.

### **4.2. Website**

The actual website came into force in September 2013. Since then many documents related to the school have been published on it. However, its structure is not always logical and needs to be revised. Renewal of the Website is one of the objectives of the Multi-annual plan 2018 – 2020.

### **4.3. Language of communication**

Communication on the website is in English and Italian, during meetings it's generally a mixture of the two. Teachers normally communicate their comments on the reports in the language of tuition.

### **4.4. Role of delegates**

In the past the delegates / parents' representatives had a key role in the passing of messages from the school management to the parents. This role has become obsolete since the possibility of sending "announcements" via the SMS-system. However delegates can play an important role in helping the school to improve dynamics in class and in passing messages concerning a whole class from parents to the school management. In situations that concern individual pupils the school communicates directly with the parents without relaying through the delegates.

## **5. Mensa**

From September 2017 the offices of the Mensa and Servizio Trasporto were moved to the Villa, thus allowing Primary and Secondary to use the liberated rooms for other purposes. The former Mensa office in Secondary has been transformed into the new Centro Didattico.

After two months the large majority of pupils and parents have adapted to the new location of the Mensa Office and the number of temporary Mensa tickets has diminished considerably. The number of pupils skipping their meal because of forgetting their badge and not having been able to provide themselves with a temporary ticket seems negligible.

## **6. Miscellaneous**

### **6.1 Consequences of the Brexit**

In the Anglophone section of Secondary School only two teachers seconded by the British Government are left. Therefore the consequences of the Brexit are negligible. Eventual replacements will be done in agreement with the recruitment procedure (1.1).